ANNUAL PERFORMANCE REPORT

IDEA Part B



FFY 2005 (2005 - 2006)

Submitted 2.1.2007

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State of Iowa **Department of Education**

Grimes State Office Building Des Moines, Iowa 50319-0146

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Part B Annual Performance Report (APR) for FFY 2005-2010

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Part B State Performance Plan (SPP) Comprehensive Chart of OSEP Requirements for FFY 2005 (2005-2006)

Indicator	OSEP Approval Letter received for SPP (12-2-05)	SPP Indicator Update	Page Number
B1: Graduation	Approved		
B2: Dropout	Approved		
B3: Participation and Performance A. AYP B. Participation Rate C. Proficiency Rate	Issue identified: (A) State did not report information required under Indicator 3B (b and c), and 3C (b and c).	SEA revised SPP targets and baseline data	SPP (pp. 6-11) APR (pp. 17-28)
B4(A) : Suspension and Expulsion	Approved		
B4(B): Suspension and Expulsion Race/Ethnicity		New: OSEP required baseline data, targets and improvement activities	SPP (pp. 49-53)
B5 : Least Restrictive Environment 6-21	Approved		
B6 : Least Restrictive Environment 3-5	Approved		
B7 : Early Childhood Outcomes		New: OSEP required entry data	SPP (pp 65-74)
A. Social- emotional			
B. Knowledge and skill			
C. Appropriate behavior			
B8: Parent Involvement		New: OSEP required baseline data, targets and improvement activities	SPP (pp. 75-83)
B9 : Disproportionality		New: OSEP required baseline data, targets and improvement activities	SPP (pp. 84-88)
B10 : Disproportionality -Disability Category		NA—see Indicator	SPP (pp. 89-90)
B11: Child Find		New: OSEP required baseline data, targets and improvement activities	SPP (pp. 91-96)

Indicator	OSEP Approval Letter received for SPP (12-2-05)	SPP Indicator Update	Page Number	
B12: Transition C to B	Issues identified: (A) State did not specify the percentage of children transitioning from part C to Part B who have an IEP in effect by their third birthdays and stated that some children do not have IEPs developed and implemented until after their third birthdays.	As required by OSEP, see APR for Indicator 12.	APR (pp. 58-63)	
	(B) State did not provide data regarding (a) the number of children who have been served in Part C and referred to Part B for eligibility determination; (b) the number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays; and (c) the number of those found eligible who have an IEP developed and implemented by their third birthdays.			
	(C) State did not account for children included in (a) but not in (b) or (c) or provide the range of days beyond the third birthday when eligibility was determined and the reasons for delay.			
B13: Secondary Transition–IEP		New: OSEP required baseline data, targets and improvement activities	SPP pp. 101-109	
B14: Secondary Transition-One Year Out	Issue identified: (A) Evaluation of sampling plan for Indicator indicated that it was not technically sound.	SEA revised SPP Indicator 14 to provide a more complete description of sampling plan	SPP pp. 110-113	
B15: Monitoring Issue identified: (A) State did not indicate if noncompliance was or was not identified through a review of complaint data.		SEA revised SPP Indicator 15 to provide a more comprehensive description of the General Supervision System	SPP pp. 114-118 APR pp. 67-71	
B16: Complaints	Approved			
B17: Hearings	Approved			
B18: Resolution Sessions		New: OSEP required baseline data, targets and improvement activities	SPP pp. 128-131	
B19: Mediations	Approved			
B20: Timely and Accurate Data	Approved			

Part B Annual Performance Report (APR) for FFY 2005 (2005-2006)

Overview of the Annual Performance Report

The Annual Performance Report (APR) is a Federal Part B reporting requirement to provide yearly updates for each state's progress meeting 20 indicators from the State Performance Plan (SPP) submitted December 2, 2005. The SPP was developed with six years of targets and improvement activities to provide results for children and youth ages three to 21 with special education needs. The following information provides a brief overview of the lowa Part B system for children and youth ages three to 21, the process used for broad stakeholder input for development of the APR and the public reporting requirements.

Introduction – Iowa's Education Infrastructure:

lowa's educational system is defined by the strong working relationship between the local school districts and area education agencies (AEAs). Local districts provide instructional programs and AEAs provide support services.

Districts define how services will be organized and provided as they ensure a free appropriate public education in the least restrictive environment. Districts can determine special education teacher caseloads (teacher-pupil ratios) of programs and establish procedures to resolve conflicts about caseloads.

Local districts define the general education curriculum addressed in each student's individualized education plan. In addition, the districts have administrative control of the local special education programs including the manner in which special education instructional services are provided. This ownership acknowledges the special education programs as an integral component of the local school districts' school reform efforts. The ownership also promotes local accountability for student participation in assessments and the establishment of school district goals for needed improvement. This ownership, in turn, will ultimately lead to greater achievement of students with disabilities.

Area education agencies (AEAs) were created in order to provide equity in the provision of programs and services across counties or merged areas. One key difference between lowa's AEA system and intermediate units in other states is that lowa's AEAs are mandatory. It is also mandatory that each local school district is assigned to an area education agency that will provide the services the school district needs. This is the only system in the country that has this tightly structured system. The AEAs carry special education compliance responsibilities and the charge to provide the services needed by the local school districts. Their primary role is provision of special education support services to individuals under the age of 21 years requiring special education and related services, media services to all children through grade 12, and other educational services to pupils and education staff. The AEAs define the system used to locate and identify students suspected of having disabilities and provide the personnel to conduct evaluation activities in collaboration with LEAs.

Historically (from 1974 to 2003), Iowa was divided into 15 intermediate agencies (Area Education Agencies) providing specialized services. In 2003, five of the agencies merged, which reduced the total number to 12. In 2005, two more agencies merged reducing the total number to 11.

Development of the Annual Performance Plan (APR) for FFY 2005 (2005-2006)

The Special Education Advisory Panel (SEAP), provided stakeholder input regarding the first year reporting requirement for the State Performance Plan (SPP). First members were provided a copy of the plan and an overview of the SPP and the 20 indicators. Second, a Power Point presentation and handouts were used to describe their task in providing input to the State Education Agency (SEA) for submitting the Office of Special Education Programs (OSEP) Annual Performance Report (the yearly update of meeting indicator targets for the SPP). Third, the members selected indicators of interest and met in small groups. SEA consultants were available to facilitate and answer group questions. Each group reviewed the draft reports of the indicators, made notes of questions or concepts in need of clarification, and provided comments regarding progress or slippage of meeting targets and improvement activities. The small groups reported to the large group and further discussions occurred. Discussion notes and comments were provided to SEA consultants to include in re-writing of the indicators. Members reviewed the final draft documents.

Several key stakeholder groups were integral in providing input; group, members, and meeting dates specific to the development of the Annual Performance Report are provided in Table 1.

Table 1.

Group, Members and Meeting Dates of Key Stakeholders in Stage One of SPP Development.

Group, Members and Meeting Dat	es of Key Stakeholders in Stage One of SF	
Group	Members	Meeting Dates
The Special Education Advisory	 Parents of Children with 	September 1, 2005
Panel	Disabilities	September 22, 2005
	 Individuals with a Disability 	
	Teachers	
	IHE Representatives	October 20, 2006
	State/Local Official of	December 1, 2006
	McKinney-Vento Homeless	January 26, 2007
	Assistance Act	
	Administrators of Programs for	
	Children with Disabilities	
	D: (O I 1/D I I O I	
	Representative	
	Representative from Child	
	Welfare Agency Responsible	
	for Foster Care	
	 Representatives from State 	
	Juvenile and Adult Corrections	
	Agencies	
	 Representatives from Parent 	
	Advocacy Groups	
Area Education Agency Special	 Directors of Special Education for 	July 19-20, 2005
Education Directors	11 Area Education Agencies ¹	November 10, 2006
-		

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¹ One AEA Special Education Director was unable to attend, however a representative of this AEA was in attendance

Iowa Department of Education Division of Early Childhood, Elementary and Secondary Education Annual Retreat	 Representatives of the Bureau of Practitioner Preparation and Licensure Representatives of the Bureau of Instructional Services Representatives of the Bureau of Children, Family and Community Services 	August 16, 2005 January 8, 2007
Area Education Agency Joint Council	Directors of Instructional Services, Special Education, and Media Services for all 12 Area Education Agencies	September 9, 2005 November 10, 2006

Informal input regarding targets and improvement activities was also obtained from the following groups: Regional Liaisons, LRE Taskforce, Statewide Dropout Prevention / Graduation Study Group, Iowa's Advisory Committee on Disproportionality, Statewide Monitoring Workgroup, Early Childhood Outcomes Workgroup, Assistive Technology Workgroup, the Iowa Deaf and Hard of Hearing Network and Vision Supervisors, and Urban Education Network as well as Legal Representatives from the Attorney General's Office, Legal Representation for the Iowa Department of Education, and Administrative Law Judges.²

Formal input regarding targets and improvement activities was also obtained from the following groups: Early Childhood Outcomes Workgroup, Assistive Technology Workgroup, the Iowa Deaf and Hard of Hearing Network and Vision Supervisors, and Urban Education Network, as well as Legal Representatives from the Attorney General's Office, Legal Representation for the Iowa Department of Education, and Administrative Law Judges.³

Public Dissemination and Reporting. The lowa Annual Performance Report will be disseminated to the public through the following various channels:

- The Iowa Department of Education Website: Published on February 1, 2007 at: http://www.state.ia.us/educate/ecese/cfcs/index.html;
- Regional Grantee distribution: Mailed on February 1, 2007;
- Released to the Public via notice in the newspaper: February 1, 2007; and
- Provided to the Early ACCESS Council: February 1, 2007.

Further, the Lead Agency will report annually to the SEAP Council, AEAs and to the public on the progress and/or slippage in meeting lowa's Measurable/Rigorous Targets as described in this document. In addition, lowa will report annually to the public on the performance of each AEA's Data Profile via the lowa Department of Education Website.

Annual Performance Report Structure. The structure of Iowa's APR is based on the following OSEP requirements:

- Overview of the Annual Performance Report Development. Provides brief information regarding broad stakeholder input for development of the report.
- 2. **Monitoring Priority**. Describes OSEP requirement for IDEA monitoring.
- 3. **Indicator**. Measures results of the Part C IDEA system for 14 areas.
- 4. **Measurement**. Requirement provided by OSEP so all states consistently report progress for the 14 indicators measuring results of the system.
- Measurable/Rigorous Targets. Compliance indicator targets were set at 100% and performance indicator targets were set by states based on baseline data and broad stakeholder input.

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² The final three stakeholder groups were consulted in the development of General Supervision Indicators only

³ The final three stakeholder groups were consulted in the development of General Supervision Indicators only

- 6. **Actual Target Data.** Provides the State's annual data reported for both number and percentages.
- 7. Discussion of Improvement Activities Completed and Explanation of Progress or Slippage. Provides descriptions of the planned improvement activities for the year reported and the effectiveness of the activities. The Improvement Activities were reported using five subheadings:
 - a. <u>Verification of data</u> included the Lead Agency's description of systemic processes used for data verification and accuracy.
 - b. <u>Analysis</u> of data to identify concerns described the state and region analysis of data regarding improvement.
 - c. <u>Analysis of policies, procedures and practices</u> reviewed meeting law requirements and implementation and revisions provided.
 - d. Technical assistance and professional development activities were described as provided to the regions.
 - e. <u>Ongoing monitoring and enforcement</u> as needed reviewed the evaluation and monitoring results provided to regions.

Part B State Annual Performance Report (APR) for FFY 2005 (2005-2006)

Overview of the Annual Performance Report Development:

The SEA staff developed the Part B Annual Performance Report (APR) reviewing baseline data, targets and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Special Education Advisory Panel (SEAP), the Area Education Agencies (AEA) administration, the Iowa Department of Education staff, and the Iowa Behavioral Alliance.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six year State Performance Plan and each Annual Performance Report.

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

The percent of youth with IEPs graduating from high school compared to the percent of all youth graduating from high school with a regular diploma is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable rigorous targets ranging from a gap of 11.7% to 9.2% for the six-year State Performance Plan.

Graduation in the State of Iowa is defined as (1) a student who has received a regular diploma who completed all unmodified district graduation requirements in the standard number of four years, or (2) students receiving a regular diploma from an alternative placement within the district, or who have had the requirements modified in accordance with a disability. Students who have finished the high school program but did not earn a diploma, or earned a certificate of attendance or other credential in lieu of a diploma are not considered graduates (The Condition of Education Report, 2005).

Graduation is calculated as the number of students who graduated with a regular high school diploma divided by the total number of 12th graders and multiplying by 100. The measurement for the graduation gap is calculated as:

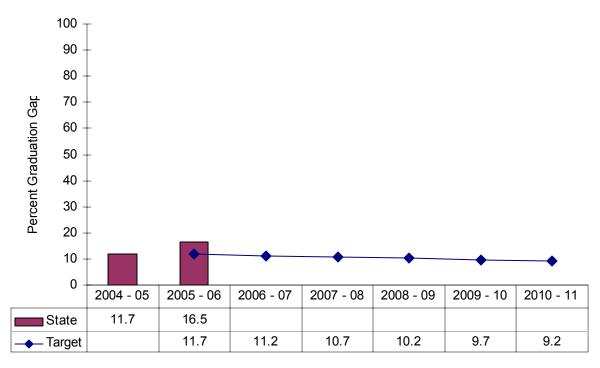
(Number of Total Graduates/Total Enrollment x 100) – (Number of IEP Graduates/IEP Enrollment x 100).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The gap between the percent of youth with IEPs graduating high school with a regular diploma and the percent of all youth graduating high school with a regular diploma in the State will be no greater than 11.7%.

Actual Target Data for FFY 2005 (2005-2006):

Figure B1.1 shows the State did not meet the FFY 2005 (2005-2006) target of 11.7% with the current graduation gap of 16.5%.

Figure B1.1. SEA Percent Graduation Gap and SEA Target between Students with IEPs and All Students.



Source. lowa Department of Education Project EASIER Tables, FFY 2004 (2004-2005) and FFY 2005 (2005-2006).

Table B1.1 provides graduation data calculated for each Area Education Agency (AEA) and the State. In Table B1.1, the <u>Number of Youth with IEPs</u> is the Number of IEP Diplomas / IEP Senior Enrollment and the calculation is used to populate the <u>Percent of IEP Diplomas</u>; <u>Number of All Youth</u> is the Number of Total Diplomas / Total Senior Enrollment, and the calculation is used to populate the <u>Percent All Youth Diplomas</u>. Further, the graduation gap is calculated as the <u>Percent all Youth Diplomas</u> minus the <u>Percent IEP Diplomas</u> (e.g., AEA 1 is 90.37-61.36=29.01 or 29.0%).

Table B.1. indicates the State did not meet the set target for FFY 2005 (2005-2006) of 11.7% with a current graduation gap of 16.5%. Table B1.1 and Figure B2.2 indicate that the SEA Measurable Rigorous Target of 11.7% graduation gap was met by two out of 11 of the state's current Area Education Agencies. Nine of the AEAs did not meet the State's target, with a range of 13.1-29.0%.

Table B1.1.

Number, Percent, and Graduation Gap by AEA and State.

AEA	Number of	Percent IEP	Number of All	Percent All	Percent
	Youth with IEPs	Diplomas	Youth	Youth Diplomas	Graduation
					Gap
1	216/352	61.36	2468/2731	90.37	29.0
7	495/650	76.15	4798/5200	92.27	16.1
8	232/341	68.04	2466/2806	87.88	19.8
9	347/470	73.83	3332/3790	87.92	14.1
10	523/724	72.24	4011/4701	85.32	13.1
11	776/1105	70.23	7827/8748	89.47	19.2
12	329/459	71.68	2916/3412	85.46	13.8
13	232/305	76.07	2057/2258	91.10	15.0
14	111/129	86.05	789/830	95.06	9.0
15	202/251	80.48	1579/1779	88.76	8.3
16	107/159	67.30	1102/1356	81.27	14.0
State	3570/4945	72.19	33345/37611	88.66	16.5

Source. Iowa Department of Education Project EASIER Tables, FFY 2005 (2005-2006). Note. Percents are rounded; Highlighted cells indicate the AEA did not meet the State's target of 11.7%.

Figure B1.2 shows the graduation gap calculated for FFY 2004 (2004-2005) and FFY 2005 (2005-2006) by Area Education Agency (AEA) and the State.

100 90 80 Percent Graduation Gap 70 60 50 40 30 20 10 0 -10 7 1 4 8 9 10 11 12 13 14 15 16 State 22.9 6.2 2.1 17.7 15 8 16.6 4 7.5 5.7 4.3 -6.4 11.7 2004-05 29.0 19.8 14.1 13.1 19.2 13.8 15.0 9.0 8.3 14.0 **2005-06** 16.1 16.5

Figure B1.2. Percent Graduation Gap Across AEAs and the State.

Source. lowa Department of Education Project EASIER Tables, FFY 2004 (2004-2005) and FFY 2005 (2005-2006).

Note. AEA 4 merged with AEA 12 in FFY 2005 (2005-2006).

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Several improvement activities were implemented to impact meeting the target for this indicator. Technical assistance was provided to AEAs, a coordinated system of professional development was implemented and ongoing monitoring of system performance was conducted.

Verification of data. Data were verified within the Project EASIER data system. Area Education Agencies were provided reports on performance on all indicators; districts were provided reports on performance on all district-related indicators.

Analysis of data to identify concerns. Graduation data were analyzed with the following key stakeholders: Special Education Advisory Panel, SEA Staff, and the Iowa Behavioral Alliance. Discussions focused on AEA level trend data. Positive discussions centered on the decrease in the graduation gap in one AEA. The bulk of the discussion focused on the increase in graduation gap across the remaining ten AEAs. Further, although two AEAs met the state's target, both of these AEAs increased the graduation gap. Stakeholders expressed concern regarding the increase in graduation gap and discussed several mitigating factors:

(1) Last year's graduation data were analyzed and reported prior to district-level certification of data. It was hypothesized that last year's data may not have been representative of the State's

true graduation gap. The current data for FFY 2005 (2005-2006) were certified and are representative of the graduation gap statewide. It was suggested to maintain programming for another year to see if changes occur, and whether certified data remain steady at 16.5%, increase, or decrease based on certification and programming.

- (2) Current State emphasis on increasing graduation standards, curriculum rigor, and school success for all students may influence both schools and students' decisions regarding graduation. Schools not ready to provide support services outside of the IEP requirements may produce a vortex of graduation limbo students may opt to remain in school longer, or take alternative routes to graduation.
- (3) There was some discussion regarding the State's decrease in the dropout gap compared to the increase in graduation gap; there was some confusion about how there could be an inverse relationship between variables that should work in tandem. Stakeholders were reluctant to make substantial changes in programming based on one year of data that didn't quite fit into the existing experience between the interaction of graduation and dropout data.

Overall, stakeholders suggested graduation data should be followed closely in relation to dropout data, and indicated continued support of state initiatives to see if certified data remain steady or decrease based on certification and programming.

Analysis of policies, procedures and practices. During FFY 2005 (2005-2006), SEA staff studied current policies, procedures and practices to determine ways to improve alignment of efforts and resources regarding dropout prevention. The SEA engaged in developing an extensive document detailing research-based interventions and policies that effect graduation and dropout. To this end, the SEA supported a statewide dropout advisory group to conduct an analysis of policies, procedures and practices in the areas of graduation and dropout prevention. A result of this work was a series of online supports to identify successful interventions used within schools of similar characteristics.

Technical assistance. Consensus among groups determined the following as continued technical assistance and professional development priorities for the graduation gap for FFY 2005 (2005-2006): Learning Supports, Positive Behavioral Supports, the KU Struggling Readers Project, and the Iowa High School Project. All listed projects have completed the planning stage of developing research-based professional development to provide to Area Education Agencies and local school districts to address graduation performance. Currently, all projects are engaged in technical assistance to meet these identified needs.

All projects engaged in the implementation of professional development to the field. Each project maintained data (1) to ensure the integrity and effectiveness of professional development and technical assistance, (2) to provide technical assistance based on review of progress monitoring results at least twice, yearly, and (3) to follow project outcomes. The following provides a brief description of each project, an update on all activities, as well as current project status.

Learning Supports is an effort designed to help schools systemically support student learning and overcome barriers to student learning.

Activities in FFY 2005 (2005-2006) included workshops for ten field test sites to improve their collection and use of data to identify and prioritize student-learning needs. Workshops, technical assistance, and consultation were provided for 12 AEA learning support teams to assist them in their efforts to support districts in a similar fashion.

School-wide Positive Behavioral Supports (SWPBS) is a research-based approach that addresses several of the content areas in the framework of Learning Supports, under the direction of a State-sponsored group: the Iowa Behavioral Alliance.

In FFY 2004 (2004-2005) the Alliance developed capacity in AEAs and LEAs to scale-up the implementation of SWPBS by providing training to prospective coaches. In FFY 2005 (2005-2006) year, the second cohort of eight schools began year three, the third cohort of 22 schools began year two, and a fourth cohort of 25 schools began training in school-wide positive behavior supports. Fifteen regional trainings were conducted to build infrastructure at the AEA and LEA

level. Further, the Alliance trained 17 individuals as SW-PBS team trainers and 22 individuals as facilitators for the School Wide Information System (SWIS), the electronic database used by the schools to track behavioral data.

The KU Struggling Readers Project is based on the University of Kansas, research-based, Strategic Instruction Model (SIM). Participants learned new Content Enhancement Routines (CER) and Learning Strategies (LS) to implement in schools. Participants, after implementing their learning with the help of a mentor, applied to become certified professional developers in either or both areas. This was done through the submission of a portfolio. Once certified, they may teach other teachers to use the strategies and routines that will impact students.

Activities in the FFY 2005 (2005-2006) included 57 participants who continued from FFY 2004 (2004-2005). Of the 57 participants, 13 certified, served as mentors, and attended all the training sessions. Forty-four participants completed their second year and received professional development (PD) on nine LS and nine CER. The 13 new participants completed their first year and received professional development on five LS and five CER. In addition to the strategy and routine PD, seven days of additional PD were provided per year to help participants learn to become effective professional developers and gain practice in teaching the LS and CER. Fifteen of 44 participants completed the stringent certification process in either LS or CER. There were 39 total participants from ten of 11 AEAs and 18 participants from nine school districts.

The Iowa High School Project is a project that supports and assists high schools in their efforts to transform from good-to-great institutions of learning for all students with a particular focus on struggling or at-risk learners.

Twenty (20) lowa high schools were selected in December 2005 to participate in a three-year support process to help grow improvement efforts with a concentration on struggling learners using the Rigor and Relevance framework through the work of Bill Daggett at the International Center for Leadership in Education (ICLE). The project supports continued and extensive training and direct technical assistance in Rigor and Relevance, Learning Criteria, Gold Seal Lessons, Quadrant D, and Relationships. Supports were specific to school needs and therefore varied according to outcomes and progress monitoring data across school participants.

Ongoing monitoring and enforcement as needed. Ongoing monitoring and enforcement was conducted through the Comprehensive School Improvement Accreditation Visits. The SEA gathered district-level data as well as graduation strategies. Where data were discrepant between SEA and the districts, SEA staff reconciled the data and ensured that approved corrective action plans were implemented. All corrections were implemented within one year and verified by the SEA.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

There were no revisions to targets, improvement activities, timelines or resources for FFY 2006 (2006-2007). In order to maintain target performance, the SEA will continue to implement strategies as outlined in the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2005 (2005-2006)

Overview of the Annual Performance Report Development:

The SEA staff developed the Part B Annual Performance Report (APR) reviewing baseline data, targets and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Special Education Advisory Panel (SEAP), the Area Education Agencies (AEA) administration, the Iowa Department of Education staff, and the Iowa Behavioral Alliance.

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

The percent of youth with IEPs dropping out of high school compared to the percent of all youth dropping out of high school is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable rigorous targets ranging from a gap of .67% to .50% for the six-year State Performance Plan.

Students who satisfy one ore more of the following conditions are considered dropouts:

- 1. Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year; or
- 2. Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (i.e., not reported as a dropout the vear before); and
- 3. Has not graduated from high school or completed a state or district-approved educational program; and
- 4. Does not meet any of the following exclusionary conditions:
 - a. Transfer to another public school district, private school, or State or district-approved educational program;
 - b. Temporary school-recognized absence due to suspension or illness; or
 - c. Death.

A student who left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college is considered a dropout. However a student who enrolls in an alternative school administered by a public school district is not considered a dropout.

Iowa

The dropout rate is calculated by dividing the number of 7-12 grade dropouts by the total 7-12 enrollment and multiplying by 100 (The Condition of Education Report, 2005. pp. 188-189 and 192).

The dropout rate is calculated by dividing the number of 7-12 grade dropouts by the total 7-12 enrollment and multiplying by 100. The measurement for the dropout gap is calculated as:

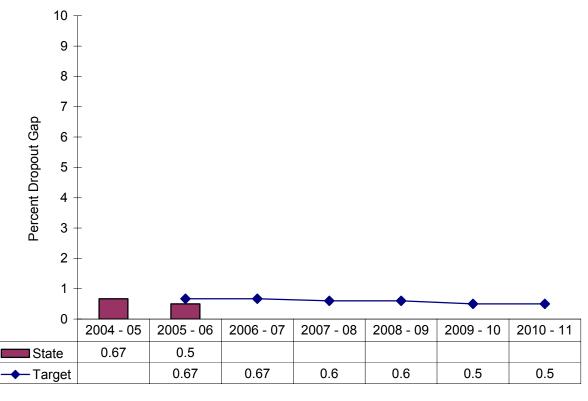
(Number of IEP Dropouts/IEP Enrollment x 100) - (Number of Total Dropouts/Total Enrollment x 100).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The gap between the percent of youth with IEPs dropping out of high school and the percent of all youth in the State dropping out of high school will be no greater than .67%

Actual Target Data for FFY 2005 (2005-2006):

Figure B2.1 shows the dropout gap for FFY 2004 (2004-2005) and FFY 2005 (2005-2006) and the state six-year targets. Figure B2.1 shows the state met, and exceeded, the FFY 2005 (2005-2006) target of .67% with the current dropout gap of .50%.

Figure B2.1. State Percent Dropout Gap between Students with IEPs and All Students.



Source. Iowa Department of Education Project EASIER Tables, FFY 2004 (2004-2005) and 2005 (2005-2006).

Note. Data are graphed on a 10 point Y-axis rather than 100 in order to visualize small changes in data.

Table B2.1 provides dropout data calculated for each Area Education Agency (AEA) and the State. In Table B2.1, the <u>Number of Youth with IEPs</u> is the Number of IEP Youth Dropouts / IEP Enrollment and the calculation is used to populate the <u>Percent of IEP Dropouts</u>; <u>Number of All Youth</u> is the Number of Total Dropouts / Total Enrollment, and the calculation is used to populate the <u>Percent All Dropouts</u>. Further, the dropout gap is calculated as the <u>Percent IEP Dropouts</u> minus the Percent All Dropouts (e.g., AEA 1 is 1.46-1.11, or .35%).

Table B2.1 and Figure B2.2 indicate that the SEA Measurable Rigorous Target of .67% dropout gap was met by seven out of 11 of the state's current Area Education Agencies; AEA dropout gap ranged between -1.02% to 1.58%. AEA 16 reported a negative dropout gap; more general education students dropped out of high school than special education students. Four of the state's AEAs did not meet the SEA's target.

Table B1.1.

Number, Percent, and Dropout Gap by AEA and State.

AEA	Number of	Percent IEP	Number of All	Percent All	Dropout
	Youth with IEPs	Dropouts	Youth	Dropouts	Gap
1	35/2,398	1.46	180/16,268	1.11	.35
7	93/4,605	2.02	490/31,760	1.54	.48
8	46/2,328	1.98	211/16,558	1.27	.71
9	124/3,057	4.06	586/23,628	2.48	1.58
10	60/4,744	1.26	355/30,283	1.17	.09
11	169/8,285	2.04	737/55,453	1,33	.71
12	36/2,645	1.36	190/19,294	.98	.38
13	54/2,356	2.29	251/15,309	1.64	.65
14	14/885	1.58	43/5,077	.85	.73
15	22/1,622	1.36	143/10,745	1.33	.03
16	18/1,283	1.40	197/8,132	2.42	-1.02
State	671/34,208	1.96	3,383/232,507	1.46	.50

Source. Iowa Department of Education Project EASIER Tables, FFY 2005 (2005-2006). *Note.* Percents are rounded; Highlighted cells indicate the AEA did not meet the State's target of .67%.

Figure B2.2 shows the dropout gap calculated for FFY 2004 (2004-2005) and FFY 2005 (2005-2006) for each Area Education Agency (AEA) and the State.

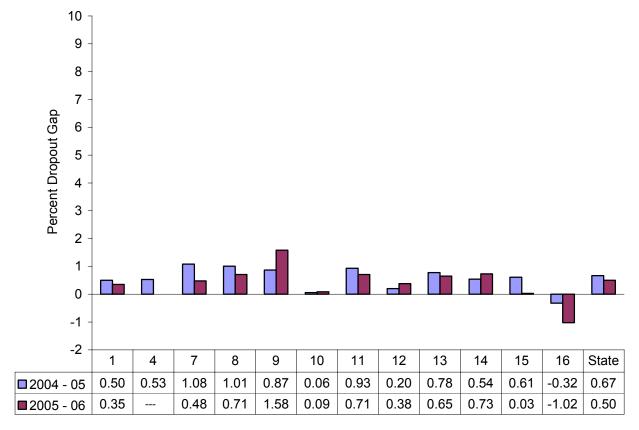


Figure B2.2. Trend Percent Dropout Gap Across AEAs and the State.

Source. lowa Department of Education Project EASIER Tables, FFY 2004 (2004-2005) and FFY 2005 (2005-2006).

Note. Data are graphed on a ten point Y-axis rather than 100 in order to visualize small changes in data; AEA 4 merged with AEA 12 in FFY 2005 (2005-2006).

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Several improvement activities were implemented to impact meeting the target for this indicator. Technical assistance was provided to AEAs, a coordinated system of professional development was implemented and ongoing monitoring of system performance was conducted.

Verification of data. Data were verified within the Project EASIER data system. Area Education Agencies were provided reports on performance on all indicators; districts were provided reports on performance on all district-related indicators.

Analysis of data to identify concerns. Dropout data were analyzed with the following key stakeholders: Special Education Advisory Panel, SEA Staff, and the Iowa Behavioral Alliance. Discussions focused on AEA level data. Positive discussions centered on the decrease in the dropout gap in seven AEAs. One of the AEAs reported a negative dropout gap; more general education students dropped out of high school than students with IEPs. Although some AEAs increased the dropout gap, only one of these AEAs increased the dropout gap significantly from FFY 2004 (2004-2005) to FFY 2005 (2005-2006) and did not meet the SEA target. A total of four AEAs did not meet the SEA's target. Overall, stakeholders were positive regarding the State decrease in the dropout gap, and indicated continued support of state initiatives.

Analysis of policies, procedures and practices. During FFY 2005 (2005-2006), SEA staff studied current policies, procedures and practices to determine ways to improve alignment of efforts and resources regarding dropout prevention. The SEA engaged in developing an extensive document detailing research-based interventions and policies that effect graduation and dropout. To this end, the SEA supported a statewide dropout advisory group to conduct an analysis of policies, procedures and practices in the areas of graduation and dropout prevention. A result of this work was a series of online supports to identify successful interventions used within schools of similar characteristics.

Technical assistance. Consensus among groups determined the following as continued technical assistance and professional development priorities for the dropout gap for FFY 2005 (2005-2006: Learning Supports, Positive Behavioral Supports, the KU Struggling Readers Project, and the Iowa High School Project. All listed projects have completed the planning stage of developing research-based professional development to provide to Area Education Agencies and local school districts to address dropout performance. Currently, all projects are engaged in technical assistance to meet these identified needs.

All projects engaged in the implementation of professional development to the field. Each project maintained data (1) to ensure the integrity and effectiveness of professional development and technical assistance, (2) to provide technical assistance based on review of progress monitoring results at least twice, yearly, and (3) to follow project outcomes. The following provides a brief description of each project, an update on all activities, as well as current project status.

Learning Supports is an effort designed to help schools systemically support student learning and overcome barriers to student learning.

Activities in FFY 2005 (2005-2006) included workshops for ten field test sites to improve their collection and use of data to identify and prioritize student-learning needs. Workshops, technical assistance, and consultation were provided for 12 AEA learning support teams to assist them in their efforts to support districts in a similar fashion.

School-wide Positive Behavioral Supports (SWPBS) is a research-based approach that addresses several of the content areas in the framework of Learning Supports, under the direction of a State-sponsored group: the lowa Behavioral Alliance.

In FFY 2004 (2004-2005) the Alliance developed capacity in AEAs and LEAs to scale-up the implementation of SWPBS by providing training to prospective coaches. In the FFY 2005 (2005-2006) year, the second cohort of eight schools began year three, the third cohort of 22 schools began year two, and a fourth cohort of 25 schools began training in school-wide positive behavior supports. Fifteen regional trainings were conducted to build infrastructure at the AEA and LEA level. Further, the Alliance trained 17 individuals as SW-PBS team trainers and 22 individuals as facilitators for the School Wide Information System (SWIS), the electronic database used by the schools to track behavioral data.

The KU Struggling Readers Project is based on the University of Kansas, research-based, Strategic Instruction Model (SIM). Participants learned new Content Enhancement Routines (CER) and Learning Strategies (LS) to implement in schools. Participants, after implementing their learning with the help of a mentor, applied to become certified professional developers in either or both areas. This was done through the submission of a portfolio. Once certified, they may teach other teachers to use the strategies and routines that will impact students.

Activities in the FFY 2005 (2005-2006) included 57 participants who continued from FFY 2004 (2004-2005). Of the 57 participants, 13 certified, served as mentors, and attended all the training sessions. Forty-four participants completed their second year and received professional development (PD) on 9 LS and 9 CER. The 13 new participants completed their first year and received professional development on 5 LS and 5 CER . In addition to the strategy and routine PD, 7 days of additional PD were provided per year to help participants learn to become effective professional developers and gain practice in teaching the LS and CER. Fifteen of 44 participants

Iowa

completed the stringent certification process in either LS or CER. There were 39 total participants from ten of 11 AEAs and 18 participants from nine school districts.

The Iowa High School Project is a project that supports and assists high schools in their efforts to transform from good-to-great institutions of learning for all students with a particular focus on struggling or at-risk learners.

Twenty (20) lowa high schools were selected in December 2005 to participate in a three-year support process to help grow improvement efforts with a concentration on struggling learners using the Rigor and Relevance framework through the work of Bill Daggett at the International Center for Leadership in Education (ICLE). The project supports continued and extensive training and direct technical assistance in Rigor and Relevance, Learning Criteria, Gold Seal Lessons, Quadrant D, and Relationships. Supports were specific to school needs and therefore varied according to outcomes and progress monitoring data across school participants.

Ongoing monitoring and enforcement as needed. Ongoing monitoring and enforcement was conducted through the Comprehensive School Improvement Accreditation Visits. The SEA gathered district-level data as well as dropout prevention strategies. Where data were discrepant between SEA and the districts, SEA staff reconciled the data and ensured that approved corrective action plans were implemented. All corrections were implemented within one year and verified by the SEA.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

There were no revisions to targets, improvement activities, timelines or resources for FFY 2006 (2006-2007). In order to maintain target performance, the SEA will continue to implement strategies as outlined in the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2005 (2005-2006)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing (a) baseline data, (b) targets, and (c) improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these components (a) through (c), and comments were compiled. Stakeholder groups included the State of Iowa Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and staff of the State Education Agency (SEA).

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Adequate Yearly Progress (AYP) objectives for progress for disability subgroup;
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards; and
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six year State Performance Plan and each Annual Performance Report.

Measurement:

- A. Percent = [(number of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total number of districts that have a disability subgroup that meets the State's minimum "n" size in the State)] times 100.
- B. Participation rate =
 - a. Number of children with IEPs in assessed grades;
 - b. Number of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
 - c. Number of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
 - d. Number of children with IEPs in alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
 - e. Number of children with IEPs in alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in "a" but not included in "b", "c", "d", or "e" above.

Overall Percent = [(b + c + d + e) divided by (a)].

- C. Proficiency rate =
 - (a) Number of children with IEPs in assessed grades;
 - (b) Number of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
 - (c) Number of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
 - d. Number of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
 - e. Number of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in "a" but not included in "b", "c", "d", or "e" above. Overall Percent = [(b + c + d + e) divided by (a)].

Participation and performance are performance indicators. Therefore, each state was allowed by OSEP to set their own targets from baseline data. The SEA, with input from stakeholder groups, established measurable and rigorous targets for each measurement required by OSEP. Targets for FFY 2005 (2005-2006) are summarized in the table below.

FFY	Measurable and Rigorous Target							
FFY 2005 (2005-2006)	A. 60% of districts meet the State's AYP objectives for progress for the disability subgroup (children with IEPs).							
(=====	B.	B. 95% of students with IEPs participate in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.						
	C.	C. For each of the following grade level and content area targets, students with disabilities are proficient or above as measured by (1) the regular assessment with no accommodations, (2) the regular assessment with accommodations, (3) the alternate assessment against grade level standards, and (4) the alternate achievement standards.						
			GRADE	READING	MATH			
			3 ¹					
			4	36.46%	44.87%			
			5 ¹					
			6 ¹					
			7 ¹					
			8	25.33%	29.14%			
			11	27.98%	35.53%			
			¹ Baseline	e data for 20	05-2006			

Actual Target Data for FFY 2005 (2005-2006):

The first measurement (A) of Indicator 3 is the percent of districts meeting AYP for the subgroup, students with disabilities (SWD).

Data summarizing number of districts in Iowa meeting minimum cell size requirements, and the number of those districts meeting Adequate Yearly Progress (AYP) in reading and math, are summarized in Table B3.1.

Eleven of 23 districts (47.82%) met AYP for students with disabilities in the area of reading. Eleven of 23 districts (47.82%) met AYP for students with disabilities in the area of math. For both

reading and math, the State of Iowa did not meet the target for Indicator 3(A) of 60% of districts meeting AYP for the disability subgroup (students with IEPs).

Table B3.1.

Districts Meeting AYP in Reading and Math for Students with Disabilities.

Districts Meeting AYP for Students with Disabilities	Met AYP for SWD In Reading	Met AYP for SWD In Math
23 districts met "N" of 30 in	11 of 23 districts	11 of 23 districts
grade spans 3-5, 6-8, and 11.	47.82%	47.82%

Source. Iowa Department of Education AYP Database, FFY 2005 (2005-2006).

The second measurement (B) of Indicator 3 is the participation of students with disabilities in statewide assessments of reading and math. Participation is defined as: (a) participating in regular assessment with no accommodations; (b) participating in regular assessment with accommodations; (c) participating in alternate assessment against grade level standards; and (d) participating in alternate assessment against alternate achievement standards.

Data on participation in statewide reading assessments are summarized in Table B3.2. Data on participation in statewide math assessments are summarized in Table B3.3. The State of lowa exceeded participation rates in reading and math, at all grade levels.

Table B3.2. Participation Rates in Statewide Assessments: Reading.

Participation				Grades			
·	3	4	5	6	7	8	11
(a) # of children with IEPs in assessed grades	4157	4639	4983	5224	5664	5764	4853
(b) Full Academic Year: # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	937 (22.5%)	743 (16.0%)	607 (12.2%)	646 (12.4%)	666 (11.8%)	749 (13.0%)	853 (17.6%)
(c) Full Academic Year: # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	2657 (63.9%)	3291 (70.9%)	3768 (75.6%)	3946 (75.5%)	4327 (76.4%)	4321 (75.0%)	3374 (69.5%)
(d) # of children with IEPs participating with or without accommodations who did not meet Full Academic Year (percent = [(d) divided by (a)] times 100)	311 (7.5%)	346 (7.5%)	355 (7.1%)	380 (7.3%)	387 (6.8%)	406 (7.0%)	299 (6.2%)
(e) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0	0	0	0	0	0	0
(f) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	206 (5.0%)	229 (4.9%)	216 (4.3%)	210 (4.0%)	258 (4.6%)	261 (4.5%)	211 (4.3%)
(g) Children with IEPs Participation Rate [=(b+c+d+e+f)/a]	98.9%	99.4%	99.3%	99.2%	99.5%	99.5%	97.6%

(h)	# of children with	46	30	37	42	26	27	116
IEPs not assessed for other		(1.1%)	(0.6%)	(0.7%)	(0.8%)	(0.5%)	(0.5%)	(2.4%)
reasor	ns (percent = [(h) divided							
by (a)]	times 100							

Source. Iowa Department of Education AYP Database, FFY 2005 (2005-2006).

Table B3.3.

Participation Rates in Statewide Assessments: Mathematics.

Participation				Grades			
	3	4	5	6	7	8	11
(a) # of children with IEPs in assessed grades	4156	4644	4982	5213	5659	5758	4853
(b) Full Academic Year: # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	932 (22.4%)	742 (16.0%)	603 (12.1%)	643 (12.3%)	663 (11.7%)	750 (13.0%)	851 (17.5%)
(c) Full Academic Year: # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	2659 (64.0%)	3293 (70.9%)	3762 (75.5%)	3932 (75.4%)	4317 (76.3%)	4298 (74.6%)	3371 (69.5%)
(d) of children with IEPs participating with or without accommodations who did not meet Full Academic Year (percent = [(d) divided by (a)] times 100)	312 (7.5%)	344 (7.4%)	354 (7.1%)	381 (7.3%)	388 (6.9%)	408 (7.1%)	299 (6.2%)
(e) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0	0	0	0	0	0	0
(f) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	205 (4.9%)	229 (4.9%)	215 (4.3%)	210 (4.0%)	258 (4.6%)	261 (4.5%)	212 (4.4%)
(g) Children with IEPs Participation Rate [=(b+c+d+e+f)/a]	98.8	99.2	99.0	99.1	99.4	99.3	97.5
(h) # of children with IEPs not assessed for other reasons (percent	48 (1.2%)	36 (0.8%)	48 (1.0%)	47 (0.9%)	33 (0.6%)	41 (0.7%)	120 (2.5%)

= [(h) divided by (a)] times 100

Source. lowa Department of Education AYP Database, FFY 2005 (2005-2006).

The third measurement (C) of Indicator 3 is the performance of students with disabilities in statewide assessments of reading and math. Reading performance is summarized in Table B3.4, while math performance is summarized in Table B3.5.

Specifically, Table B3.4 presents reading performance data for children with disabilities regarding: (1) the number of children with IEPs; (2) the number and percent of children proficient in the regular assessment with no accommodations; (3) the number and percent of children proficient in the regular assessment with accommodations; (4) the number and percent of children proficient in the alternate assessment against grade level achievement standards; (5) the number and percent of children proficient in the alternate assessment against alternate achievement standards; (6) the total percent of children proficient on regular and alternate assessments; (7) the FFY 2004 (2004-2005) State of Iowa Six-Year Performance Plan baseline in reading; (8) the FFY 2005 (2005-2006) State of Iowa target in reading; (9) the State of Iowa six-year target in reading; and (10) the number and percent of children with disabilities who were not assessed in reading for other reasons.

In reading, for FFY 2005 (2005-2006), the State of Iowa achieved or exceeded the target established for Grade 11. The State of Iowa did not make targets established for Grades 4 and 8. Performance in Grade 4 was 16% Iower than the target. Performance in Grade 8 was above baseline levels established in FFY 2004 (2004-2005) but below the target for FFY 2005 (2005-2006) by about .6%.

Table B3.4.

Performance of Children with Disabilities in Reading, Regular and Alternate Assessment.

Proficiency			Gı	rades			
-	3	4	5	6	7	8	11
(a) # of children with IEPs	4157	4639	4983	5224	5664	5764	4853
(b) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);	589 (14.2%)	478 (10.3%)	376 (7.5%)	285 (5.5%)	251 (4.4%)	321 (5.6%)	308 (6.3%)
(c) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);	560 (13.5%)	1009 (21.8%)	1152 (23.1%)	744 (14.2%)	849 (15.0%)	883 (15.3%)	1072 (22.1%)

Table B3.4. (continued).

Proficiency				Grades			
	3	4	5	6	7	8	11
(d) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100);	0	0	0	0	0	0	0
e) # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).	180 (4.3%)	198 (4.3%)	195 (3.9%)	186 (3.6%)	218 (3.8%)	221 (3.8%)	181 (3.7%)
f) FFY 2005 (2005- 2006) Percent Proficient [(b + c + d + e) divided by (a)].	31.97	36.32 ²	34.58	23.26	23.27	24.72 ²	32.17 ¹
(g) FFY 2004 (2004- 2005) Baseline	NA	35.46	NA	NA	NA	24.33	26.98
(h) FFY 2005 (2005- 2006) Reading Target	BL	36.46	BL	BL	BL	25.33	27.98
(i) Six Year Target	36.97	41.46	39.58	28.26	28.27	30.33	32.98
j) # of children not	46	30	37	42	26	27	116
assessed for other reasons (percent = ((j/a)*100))	(1.11%)	(.65%)	(.74%)	(.80%)	(.46%)	(.47%)	(2.39%)

Source. Iowa Department of Education AYP Database, FFY 2005 (2005-2006).

Note. Bold indicates Grades with comparison data from FFY 2004 (2004-2005) to FFY 2005 (2005-2006).

Met target.

² Did not meet target.

Table B3.5 presents mathematics performance data for children with disabilities regarding: (1) the number of children with IEPs; (2) the number and percent of children proficient in the regular assessment with no accommodations; (3) the number and percent of children proficient in the regular assessment with accommodations; (4) the number and percent of children proficient in the alternate assessment against grade level achievement standards; (5) the number and percent of children proficient in the alternate assessment against alternate achievement standards; (6) the total percent of children proficient on regular and alternate assessments; (7) the FFY 2004 (2004-2005) State of Iowa baseline for math; (8) the FFY 2005 (2005-2006) State of Iowa target for math; (9) the State of Iowa six-year target for math; and (10) the number and percent of children with disabilities who were not assessed in math for other reasons.

In math, for FFY 2005 (2005-2006), the State of Iowa met the performance target for Grade 4. The State of Iowa did not make targets for Grade 8 or for Grade 11. Performance at Grade 8 and Grade 11 in FFY 2005 (2005-2006) declined from baseline levels established in FFY 2004 (2004-2005).

Table B3.5.

Performance of Children with Disabilities in Mathematics. Regular and Alternate Assessment.

	Proficiency			(Grades			
	•	3	4	5	6	7	8	11
(a)	# of children with IEPs	4156	4644	4982	5213	5659	5758	4853
(b)		624 (15.0%)	498 (10.7%)	368 (7.4%)	301 (5.8%)	263 (4.6%)	278 (4.8%)	308 (6.3%)
(c)	# of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);	915 (22.0%)	1415 (30.5%)	1593 (32.0%)	1229 (23.6%)	1177 (20.8%)	1082 (18.8%)	1040 (21.4%)

Table B3.5. *(continued).*

	Proficiency				Grades			
		3	4	5	6	7	8	11
(d)	children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)]	0	0	0	0	0	0	0
e)	# of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).	180 (4.3%)	206 (4.4%)	191 (3.8%)	186 (3.6%)	218 (3.9%)	231 (4.0%)	191 (3.9%)
(f)	FFY 2005 (2005-2006) Percent Proficient [(b + c + d + e) divided by (a)].	41.36	45.63 ¹	43.20	32.92	29.30	27.63 ²	31.71²
(g)		NA	43.87	NA	NA	NA	28.14	34.53
h)		BL	44.87	BL	BL	BL	29.14	35.53
i)	Six-Year Target	46.36	49.87	48.20	37.92	34.30	34.14	40.53

Table B3.5. *(continued).*

Proficiency		Grades									
	3	4	5	6	7	8	11				
(j) # of children not assessed for other reasons (percent = ((j/a)*100))	48 (1.2%)	36 (0.8%)	48 (1.0%)	47 (0.9%)	33 (0.6%)	41 (0.7%)	120 (2.5%)				

Source. lowa Department of Education AYP Database, FFY 2005 (2005-2006). Note. **Bold** indicates Grades with comparison data from FFY 2004 (2004-2005) to FFY 2005 (2005-2006).

Discussion of Improvement Activities Completed \underline{and} Explanation of Progress or Slippage That Occurred for FFY 2005 (2005-2006)

Several improvement activities were implemented to impact meeting the target for this indicator. Policies and practices were analyzed and revised, technical assistance was provided to Area Education Agencies and local schools, a coordinated system of professional development was implemented, and on-going monitoring of system performance was conducted.

Verification of data. Local schools certify participation and performance data for No Child Left Behind. Area Education Agencies were provided data for both the agency as an entity and for local schools within each agency. Discrepancies were reconciled with local education agency staff responsible for data submission.

Analysis of data to identify concerns. Area Education Agencies were provided data by region. Area Education Agency personnel analyzed data and identified areas in which additional resources were needed. The Special Education Advisory Panel analyzed data and identified concerns. SEA staff analyzed data and hypothesized why problems in achievement were occurring as well as solutions to impact student performance.

Data from *Every Child Reads* (part of lowa's *Reading First* initiative) suggested that the achievement gap between students *with* and *without* disabilities was narrowed on approximately one-third of the assessments administered between semesters and across years. The *Phonological Awareness Test* (PAT) is administered in Kindergarten, Grade 1, and Grade 2. The *Basic Reading Inventory* (BRI) is administered in Grade 1, Grade 2, and Grade 3. The *Iowa Test of Basic Skills* (ITBS) is administered in Grade 3 and Grade 4.

The achievement gap widened between students *with* and *without* disabilities for the following students: Kindergarten students on PAT Rhyming and PAT Deletion; first grade students on PAT Deletion, PAT Blending, BRI comprehension; second and third grade students on BRI fluency and BRI comprehension; third and fourth grade students on ITBS Comprehension, ITBS Vocabulary, and ITBS Reading Total, and a third-fourth grade cohort group on ITBS Comprehension, ITBS Vocabulary, and ITBS Reading Total.

Student Performance in (Year 3 of *Reading First*): The percentage of students proficient in reading increased between Fall and Spring semesters (FFY 2005 (2005-2006)) on PAT (rhyming, deletion, blending, segmentation, isolation, and substitution), Phonics (graphemes and decoding), and BRI (fluency and comprehension) assessments. On PAT assessments, the majority of first grade students (ranging from 90-97%) are proficient in their skills in Spring 2006. In Phonics, the majority of first graders are proficient in graphemes (88%) and decoding (93%) in Spring 2006.

Met target.

² Did not meet target.

Among first and second grade students, 55% are proficient on BRI fluency and 59% are proficient on BRI comprehension. Among third graders, 45% of third graders are proficient on BRI fluency and 77% are proficient on BRI comprehension.

Over half of third grade students are proficient on their ITBS NPR subtests. The majority of third grade students (61%) were proficient on ITBS Comprehension, 57% were proficient on ITBS Vocabulary, and 60% were proficient on ITBS Reading Total scores.

Analysis of policies, procedures, and practices. SEA staff reviewed policies, procedures, and practices to ensure all met the requirements of the Individuals with Disabilities Education Act (IDEA) of 2004, represented research-based implementation, and was aligned with efforts to improve achievement of students with disabilities. Policy guidance on the distinction between Least Restrictive Environment and highly qualified and the distinction between lowa licensure and federal highly qualified requirements was disseminated to all 12 AEAs and to all 32 teacher preparation programs in the State of lowa.

Technical assistance. Technical assistance was provided to AEA and LEA staff in a variety of areas. Some of the efforts were targeted at infusing effective strategies across the core curriculum and to provide collateral benefit to students with and without disabilities. Other efforts were targeted at specific low-incidence groups.

Examples of large-scale initiatives designed to impact the alignment of curriculum, instruction, and assessment at all levels of an educational system (core, supplemental, and intensive instructional needs) included: *The Strategic Instruction Model (SIM), Every Child Reads, Every Student Counts, Instructional Decision Making, and Highly Qualified Teachers.*

SIM is part of the Struggling Readers II initiative based on work done by the University of Kansas, Center for Research on Learning. With up to 12 professional development days, AEA and LEA staff learned about content enhancement routines, learning strategies, and becoming professional developers.

Every Child Reads is a statewide general reading initiative with two major goals: (a) to build a learning community engaged in studying literacy and promoting growth in literacy; and (b) to improve student achievement in literacy. As part of *Every Child Reads*, *Reading First* provided opportunities for the lowest performing schools in lowa with the highest number and percent of student in poverty to implement a research-based comprehensive reading program. In addition, Every Child Reads provides ongoing professional development and on-site technical assistance to the Statewide Reading Team (SWRT) and Regional Reading Teams. Targeted strategies implemented through the Teacher Development Academies included: Second Chance Reading (SCR), Question Answer Relationship (QAR), and Concept Orientated Reading (CORI), with additional supports in Collaborative Strategic Reading (CSR) and the SIM – K.U. Strategies. Second Chance Reading and SIM were strategies provided at the secondary level to impact reading performance of students in Grades 9-12.

Every Student Counts is a statewide initiative for improving mathematics achievement for all children. Year 2 of implementation, FFY 2005 (2005-2006), focused on helping teachers impact the benchmarks of geometry and measurement. AEAs had teams trained on strategies designed to impact math performance.

Instructional Decision Making. Instructional Decision Making (IDM) is a statewide initiative designed to help AEAs and LEAs use summative data to align curriculum, instruction, and assessment, and to use formative data to improve instructional effects. For FFY 2005 (2005-2006), teams from all AEAs were trained in the Instructional Decision Making (IDM) process and established leadership teams. Statewide training for selected groups from all AEAs and several LEAs occurred during the year. For sustainability, efforts continued to embed the IDM decision-making process into other State educational initiatives.

Collaborative and Consultative Teaching. Iowa's model on collaborative and consultative teaching was introduced to teachers, consultants, and higher education faculty throughout the State. Two workshops for pre-service faculty on Iowa's collaborative and consultative teaching model were conducted. Faculty from all 32 of Iowa's teacher preparation programs participated in one or both of the workshops with a total attendance of 167 faculty members. Two additional workshops were provided on co-teaching and consultative services and attended by approximately 170 participants from 10 of 13 AEAs.

Efforts designed to address specific low-incidence groups included Alternate Assessment and Low-Incidence Support.

The Iowa Alternate Assessment Against Alternate Achievement Standards is designed for the small number of children with the most significant cognitive disabilities who are unable to participate in the regular grade-level State assessment, even with appropriate accommodations. Activities in FFY 2005 (2005-2006) included revision of materials, LEA and AEA training on the process and portfolio development, training of scorers for inter-scorer reliability, and standard setting for reading and math (grades 3-8 and 11) and science (grades 5, 8, and 11).

Supports to *Students with Low-Incidence Disabilities* (Autism, Deaf, Hard-of-Hearing, and Visually Impaired) included problem identification (data gathering) and plans for problem analysis.

Explanation of Progress or Slippage. Data on participation rates indicated lowa met all targets for participation. In performance, lowa did not meet targets for: (a) percent of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs); and (b) proficiency rate for children with IEPs against grade level standards and alternate achievement standards for reading (Grades 4 and 8 only), and math (Grades 8 and 11 only). Slippage may be attributable to between-cohort differences. However, stakeholders indicated that teachers need continued support in aligning instructional resources, as well as in implementing research-based practices in instruction and formative assessment in reading and math, in particular for but not limited to, children with disabilities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

There were no revisions to targets, improvement activities, timelines, or resources for FFY 2006 (2006-2007). The State of Iowa will continue to implement strategies as outlined in the State Performance Plan to maintain target performance and address slippage as described in the **Improvement Activities** section.

Part B State Annual Performance Report (APR) for FFY 2005 (2005-2006)

Note: Indicator 4 was submitted as part of the State Performance Plan as required by OSEP for February 1, 2007. The Annual Performance Report for Indicator 4 will be provided February 1, 2008.

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by SEA staff reviewing baseline data, targets and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), the Area Education Agencies (AEA) administration, and the lowa Department of Education staff.

Monitoring Priority: FAPE in the LRE

Indicator 4(A): Rates of suspension and expulsion:

A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year

(20 U.S.C. 1416 (a)(3)(A))

The following measurement was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of districts in the State times 100.

Include State's definition of "significant discrepancy."

The provision of the percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable rigorous targets ranging from 1.5% to 1% of districts identified as having significant discrepancy in suspensions and expulsions for the sixyear State Performance Plan. The SEA's definition of significant discrepancy is 2% above the state average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

Out-of-school suspension is defined as an "administrative or school board removal of a student from school classes or activities for disciplinary reasons." An expulsion is defined as "a school board removal of a student from school classes and activities for disciplinary reasons," (Collecting and Reporting Juvenile Incident and Discipline Data in Iowa Schools, 2005).

Percent of districts with significant discrepancy is calculated by (1) identifying districts above 2% of the SEA's rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, (2) dividing the number of districts with this significant discrepancy by the

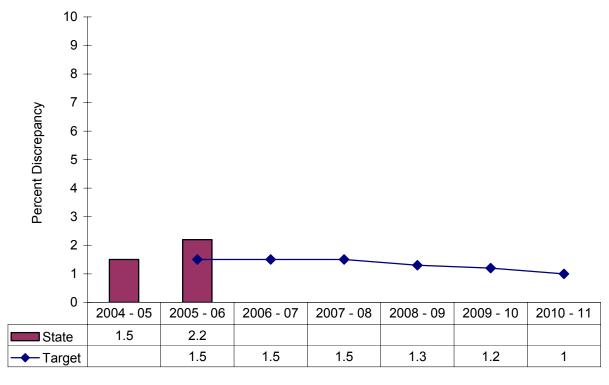
total number of districts in the state, and (3) multiplying by 100. This calculation is also used at the AEA level.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A. 1.5% or less of districts are identified as having a significant discrepancy of 2% above the state average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

Actual Target Data for FFY 2005 (2005-2006):

Figure B4.1 shows suspension and expulsion data for FFY 2004 (2004-2005) and FFY 2005 (2005-2006) as the percent of districts identified as having a significant discrepancy of 2% above the SEA average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. Figure B4.1 shows the SEA did not meet the FFY 2005 (2005-2006) target of 1.5% of districts identified as having a significant discrepancy of 2% above the State average.

Figure B4.1. SEA Percent of Districts Identified with Significant Discrepancy of Suspensions and Expulsions and the SEA Target.



Source. lowa Department of Education Project EASIER Tables, FFY 2004 (2004-2005) and FFY 2005 (2005-2006).

Note. Data are graphed on a 10 point Y-axis rather than 100 in order to visualize small changes in data.

Table B4.1 provides the suspension and expulsion rate as calculated for each Area Education Agency (AEA) for FFY 2005 (2005-2006) as well as the SEA suspension and

expulsion rate. Specifically, eight out of 365 of lowa's districts (2.2%) were identified as having a significant discrepancy of 2% above the state average of .68% in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

Data indicate that the SEA measurable and rigorous target of 1.5% or less of districts identified as having a significant discrepancy of 2% above the State average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year was met by seven of 11 AEAs; four of the AEAs did not meet the SEA's target.

Table B4.1.

AEA Number (Number Discrepant / Total Districts) and Percent of Districts Identified with Significant Discrepancy of Suspensions and Expulsions and SEA Percent.

	1	7	8	9	10	11	12	13	14	15	16	State
Number	0/24	2/61	0/47	3/22	0/33	2/55	0/36	0/31	0/20	1/23	0/13	8/365
Percent	0	3.3	0	13.6	0	3.6	0	0	0	4.35	0	2.2

Source. Iowa Department of Education District Data Profiles, FFY 2005 (2005-2006). Note. Percents were rounded; Highlighted areas indicate AEAs that were greater than the SEA suspension and expulsion rate.

Figure B4.2 provides trend data for the AEAs in the percent of districts identified with significant discrepancy of suspensions and expulsions. Data indicate a positive trend for one AEA, a positive maintenance for six AEAs and a negative trend for four AEAs.

100 90 80 70 Percent of Districts 60 50 40 30 20 10 0 1 4 7 8 9 10 11 12 13 14 15 16 State 4.5 0 0 0 0 0 0 0 6.3 1.8 0 0 1.5 2004-05 ■ 2005-06 0 3.3 0 13.6 0 3.6 0 0 4.4 0 2.2

Figure B4.2. SEA Trend for Percent of Districts Identified with Significant Discrepancy of Suspensions and Expulsions.

Source. Iowa Department of Education Project EASIER Tables, FFY 2004 (2004-2005) and FFY 2005 (2005-2006).

Note. AEA 4 merged with AEA 12 during FFY 2005 (2005-2006).

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage That Occurred for FFY 2005 (2005-2006):

Several improvement activities were implemented to impact meeting the target for this indicator. Technical assistance was provided to AEAs, a coordinated system of professional development was implemented and ongoing monitoring of system performance was conducted.

Verification of data. Data were verified within the SEA's Project EASIER data system. Area Education Agencies were provided reports on performance on all indicators; districts were provided reports on performance on all district-related indicators.

Analysis of data to identify concerns. Suspension and expulsion data were analyzed with the following key stakeholders: Special Education Advisory Panel, SEA Staff, and the Iowa Behavioral Alliance. Discussions focused on AEA level trend data. Positive discussions centered on the maintenance of suspension and expulsion at zero percent discrepancy across districts for six AEAs and the significant decrease in percent discrepancy for one AEA from 6.3% to 0%. Discussions also focused on the substantial increase in percent discrepancy in four AEAs. Stakeholders expressed concern regarding the increase in percent discrepancy. It is important to note that across the State only eight districts were significantly discrepant out of 365 districts; this represented a range between one to three districts identified as discrepant across the four AEAs. Overall, stakeholders suggested the suspension and expulsion rate and discrepancy data should be followed, and indicated continued support of State initiatives.

Analysis of policies, procedures and practices. During FFY 2005 (2005-2006), SEA staff studied current policies, procedures and practices to determine ways to improve alignment of efforts and resources regarding suspension and expulsion. SEA staff engaged in conversations with all AEAs regarding data collection, verification, district policies, procedures and practices regarding suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

Technical assistance. Consensus among groups determined the following as continued technical assistance and professional development priorities for suspension and expulsion for FFY 2005 (2005-2006): Challenging Behavior, Learning Supports, and Positive Behavioral Supports. All listed projects have completed the planning stage of developing research-based professional development to provide to AEAs and local school districts to address suspension and expulsion rates and discrepancy. Currently, all projects are engaged in technical assistance to meet these identified needs.

All projects engaged in the implementation of professional development to the field. Each project maintains data: (1) toensure the integrity and effectiveness of professional development and technical assistance; (2) to provide technical assistance based on review of progress monitoring results at least twice, yearly; and (3) to follow project outcomes. The following provides a brief description of each project, an update on all activities, as well as current project status.

Challenging Behavior. The Challenging Behavior project provides comprehensive services for children with developmental disabilities who need consultation regarding significant behavioral needs. Behaviors might include self-injury, aggression, destruction, and refusal – all which disrupt student learning and performance. This service helps children, families and schools find effective ways to manage behavioral difficulties. The SEA provides funds to Center for Disabilities and Development for consultation to assist specific students, as well as for training opportunities to build and maintain the skills of parents, and school teams who serve students with challenging behaviors.

Activities in FFY 2005 (2005-2006) included 146 direct student consultations for services as described above. Further, four ICNs were provided across the State to educators and administrators to support in-depth understanding of how to address challenging behaviors within the school and residential settings.

Learning Supports is an effort designed to help schools systemically support student learning and overcome barriers to student learning.

Activities in FFY 2005 (2005-2006) included workshops for ten field test sites to improve their collection and use of data to identify and prioritize student-learning needs. Workshops, technical assistance, and consultation were provided for 12 AEA learning support teams to assist them in their efforts to support districts in a similar fashion.

School-wide Positive Behavioral Supports (SWPBS) is a research-based approach that addresses several of the content areas in the framework of Learning Supports, under the direction of a state sponsored group: the Iowa Behavioral Alliance.

In FFY 2004 (2004-2005) the Alliance developed capacity in AEAs and LEAs to scale-up the implementation of SWPBS by providing training to prospective coaches. In FFY 2005 (2005-2006) year, the second cohort of eight schools began Year Three, the third cohort of 22 schools began Year Two, and a fourth cohort of 25 schools began training in school-wide positive behavior supports. Fifteen regional trainings were conducted to build infrastructure at the AEA and LEA level. Further, the Alliance trained 17 individuals as SW-PBS team trainers and 22 individuals as facilitators for the School Wide Information System (SWIS), the electronic database used by the schools to track behavioral data.

Ongoing monitoring and enforcement as needed. Ongoing monitoring and enforcement was conducted in FFY 2005 (2005-2006). Data were reported to AEA staff with ensuing discussions at monthly statewide monitoring meetings. Data were distributed to AEAs and districts; conversations centered on regional supports to address this issue. A statewide AEA

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meeting was also held as an initial venue to share indicator information with subsequent discussions regarding resources, programming and supports. AEAs with specific issues around suspension and expulsion data were provided direct State supports.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

There were no revisions to targets, improvement activities, timelines or resources for FFY 2006 (2006-2007). The SEA will continue to implement strategies as outlined in the State Performance Plan to address meeting target performance as described in the **Improvement Activities** section.

Part B State Annual Performance Report (APR) for FFY 2005-2006

Note: Indicator 4(B) was submitted as part of the State Performance Plan as required by OSEP for February 1, 2007. The Annual Performance Report for Indicator 4(B) will be provided February 1, 2008.

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 4(B): Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = [(number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (number of districts in the State)] times 100.
- B. Percent = [(number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (number of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
(Insert FFY)	(Insert Measurable and Rigorous Target.)

Actual Target Data for (Insert FFY):

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for (Insert FFY):

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY) [If applicable]

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Part B State Annual Performance Report (APR) for FFY 2005 (2005-2006)

Overview of the Annual Performance Plan Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these components and comments were compiled. Least Restrictive Environment (LRE) data were analyzed with the following key stakeholders: Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, the Iowa Department of Education staff, and the State task-force group for co-teaching.

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged six through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

- A. Percent = Number of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged six through 21 with IEPs times 100.
- B. Percent = Number of children with IEPs removed from regular class greater than 60% of the day divided by the total # of students aged six through 21 with IEPs times 100.
- C. Percent = Number of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total number of students aged six through 21 with IEPs times 100.

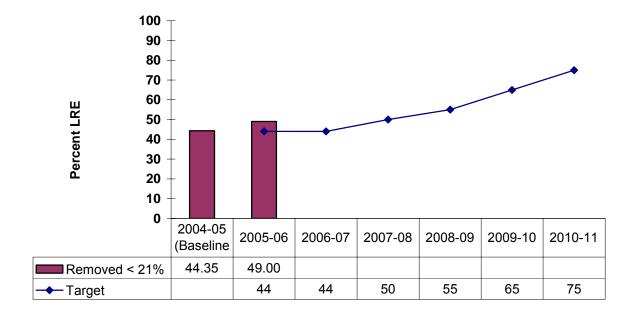
The provision of children / youth with IEPs provided a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable and rigorous targets for the three subcomponents of this indicator and the six-year State Performance Plan.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A. 44% of children with IEPs aged 6-21 are removed from the regular class less than 21% of the day.
(2003-2000)	B. 13.6% of children with IEPs ages 6-21 are removed from regular class greater than 60% of the day.
	C. 3.8% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.

Actual Target Data for FFY 2005 (2005-2006):

Figure B5.1 presents the State baseline and first year's target for provision of FAPE in the LRE data for percent of children with IEPs aged six through 21 removed from regular class less than 21% of the day. Results of the State data indicated an increase from 44.35% to 49% of children who remained in general education at least 80% of the day. Iowa met the first year's target.

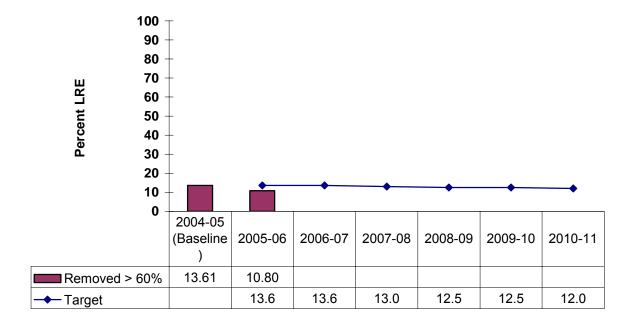
Figure B5.1. SEA Percent of Children with IEPs Ages 6-21 Removed from Regular Class Less Than 21% of the Day.



Source. lowa 618 LRE Table, FFY 2005 (2005-2006).

Figure B5.2 presents the State baseline and first year's target for provision of FAPE in the LRE data for percent of children with IEPs ages 6 through 21 removed from regular class greater than 60% of the day. Results of the State data indicated a decrease from 13.61% to < 10.8% of children in general education less than 40% of the day. Iowa met this annual target.

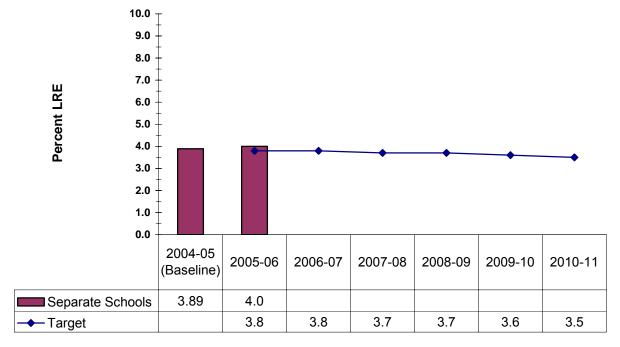
Figure B5.2. SEA Percent of Children with IEPs Ages 6-21 Removed from Regular Class Greater Than 60% of the Day.



Source. lowa 618 LRE Table, FFY 2005 (2005-2006).

Figure B5.3 presents the State baseline and first year's target for provision of FAPE in the LRE data for percent of children with disabilities ages six through 21 served in public or private separate schools, residential placements, or homebound or hospital placements. Results of the State data indicated an increase from 3.8% to 4.0% of children in residential and separate facilities. The SEA did not meet this target by 0.2%.

Figure B5.3. State Percent of Children with IEPs Ages 6-21 Served in Public or Private Separate Schools, Residential Placements, or Homebound or Hospital Placements.

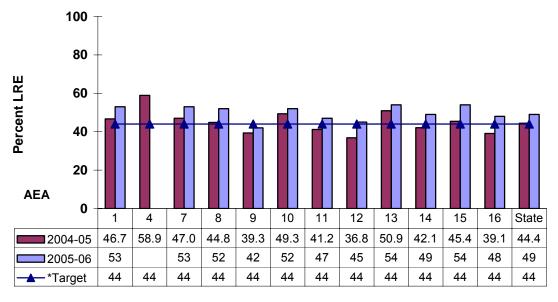


Source. Iowa 618 LRE, FFY 2005 (2005-2006).

Data were analyzed for individual AEAs to determine strengths and concerns of LRE by regions. The following three figures and tables present the subcomponents by region for LRE results.

Figure B5.4 presents the AEA baseline and first year's target for provision of FAPE in the LRE data for percent of children with IEPs ages six through 21 removed from regular class less than 21% of the day. Ten of the 11 AEAs exceeded the target and only one AEA was below the target by 2%. (Please note that AEAs 4 and 12 merged at the end of FFY 2004 (2004-2005) and was represented by AEA 12 data in FFY 2005 (2005-2006).)

Figure B5.4. AEAs and Percent of Children with IEPs Ages 6-21 Removed from Regular Class Less Than 21% of the Day.



Source. lowa 618 LRE Table, FFY 2004 (2004-2005) and FFY 2005(2005-2006). Note. *State target was 44%.

Table B5.1 provides the AEA and State percent of children and youth with IEPs ages 6-21 removed from the regular education class less than 21% of the day. Also, the AEA and SEA numbers have been provided.

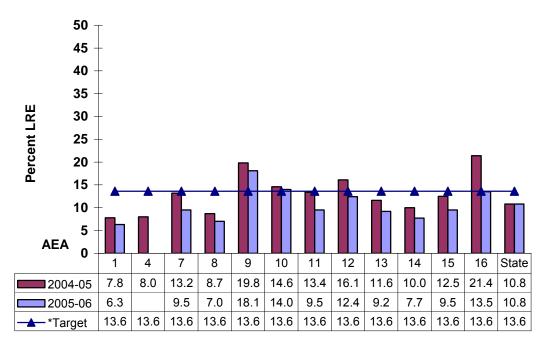
Table B5.1. AEA and SEA Percent and Number of Children with IEPs Ages 6-21 Removed from Regular Class Less Than 21% of the Day.

AEA	1	7	8	9	10	11	12	13	14	15	16	State
Percentage	53	53	52	42	52	47	45	54	49	54	48	49
Number	2403	4978	2216	2536	4755	7387	2253	2291	831	1678	1279	32607

Source. Iowa 618 LRE Table, FFY 2005(2005-2006).

Figure B5.5 presents the State baseline and first year's target for provision of FAPE in the LRE data for percent of children / youth with IEPs ages six through 21 removed from regular class greater than 60% of the day. Nine of the 11 AEAs met the target, and two AEAs did not meet the target. (Please note that AEAs 4 and 12 merged at the end of FFY 2004 (2004-2005) and was represented by AEA 12 data in FFY 2005 (2005-2006).)

*Figure B5.*5. AEAs and Percent of Children with IEPs Ages 6-21 Removed from Regular Class Greater Than 60% of the Day.



Source. Iowa 618 LRE Table, FFY 2004 (2004-2005) and FFY 2005 (2005-2006).

Note. *State target was ≤13.6%.

Table B5.2 provides the AEA and State percent of children and youth with IEPs ages 6-21 removed from the regular education class greater than 60% of the day. Also, the AEA and SEA numbers have been provided.

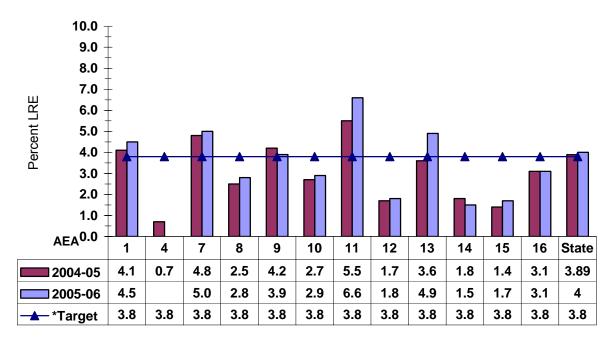
Table B5.2. AEA and SEA Percent and Number of Children with IEPs Ages 6-21 Removed from Regular Class Greater Than 60% of the Day.

AEA	1	7	8	9	10	11	12	13	14	15	16	State
Percentage	6.3	9.5	7.0	18.1	14.0	9.5	12.4	9.2	7.7	9.5	13.5	10.8
Number	284	891	300	1088	1282	1501	622	390	132	296	362	7148

Source. Iowa 618 LRE Table, FFY 2005 (2005-2006).

Figure B5.6 presents the FFY 2004 (2004-2005) State baseline and FFY 2005 (2005-2006) data as compared with the State target for provision of FAPE in the LRE data for percent of children with disabilities ages six through 21 served in public or private separate schools, residential placements, or homebound or hospital placements. Six AEAs were below the target while five AEAs did not meet it. (Please note that AEAs 4 and 12 merged at the end of FFY 2004 (2004-2005) and was represented by AEA 12 data in FFY 2005 (2005-2006).)

Figure B5.6. AEAs and Percent of Children with IEPs Ages 6-21 Served in Public or Private Separate Schools, Residential Placements, or Homebound or Hospital Placements.



Source. lowa 618 LRE Table, FFY 2004 (2004-2005) and FFY 2005 (2005-2006).

Note. *State target was ≤3.8%.

Table B5.3 provides the AEA and State percent of children and youth with IEPs ages 6-21 served in public or private separate schools, residential placements, or homebound or hospital placements. Also, the AEA and SEA numbers have been provided.

Table B5.3. AEA and SEA and Percent and Number of Children with IEPs Ages 6-21 Served in Public or Private Separate Schools, Residential Placements, or Homebound or Hospital Placements.

AEA	1	7	8	9	10	11	12	13	14	15	16	State
Percentage	4.5	5.0	2.8	3.9	2.9	5.5	1.8	4.9	1.5	1.7	3.1	4.0
Number	203	475	121	234	268	874	92	208	26	52	84	2637

Source. lowa 618 LRE Table, FFY 2005 (2005-2006).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2005 (2005-2006):

Several improvement activities were implemented to impact meeting the targets for this indicator.

Systemic technical assistance was provided across the State in regard to the highly qualified teacher requirements. Extensive professional development was provided for administrators around proactive leadership for implementing collaborative and consultative teaching practices. SEA staff created professional development materials and training for collaborative and consultative teaching practices, which were then provided to AEAs using a train-the-trainer model. In turn, the AEAs provided district personnel with professional development in their local areas. As a part of the training materials, interviews with administrators and teachers from some of lowa's long-time implementers of various models of collaborative and consultative teaching were placed on a DVD. These DVDs were widely distributed in the State. Modifications were also made to the Web-based IEP to improve the accuracy of the calculation for collection of these data.

Verification of data. LRE data are collected in Iowa's Information Management System (IMS), which employs a comprehensive verification process. This multi-step process ensures FFY 2005 (2005-2006) timely and accurate data required for all 618 data tables, the State Performance Plan and the Annual Progress Report. (Refer to detailed description of the verification process in Indicator 20.)

Analysis of data to identify concerns. SEA staff identified IEP documentation and data entry concerns during the process of analyzing IMS reports regarding LRE data. Noted errors identified were: incorrect calculations on hand-written IEPS, differences in interpretation of the calculation guidelines among and within AEAs, and some variance of procedures employed in some AEAs which did not match the logic for services, activities and supports employed within the lowa Web IEP. The AEAs were provided results of FFY 2004 (2004-2005) baseline data (AEA Profiles) and data for each of their districts. AEAs conducted drill-down analysis of the data to identify needs. Results of this analysis indicated four AEAs were noted to not only increase the number of students served in public or private separate schools, residential placements, or homebound or hospital placements but also exceeded the State target. SEA staff will review and examine practices, policies, and procedures of these AEAs to determine the need of modifications. Also, the data will be reviewed to determine if placements meet actual child / youth needs.

Analysis of policies, procedures and practices. SEA staff met with the following key stakeholders: Special Education Advisory Panel, Area Education Agencies, and SEA staff to examine policies, procedures and practices. It was determined that uniform statewide procedures for describing LRE on the IEP and for data entry were needed. These measures provided a more consistent way for calculating LRE throughout the State assuring that valid and reliable data regarding FAPE in the LRE was gathered. Through this analysis it was determined that there was a need for systemic change in understanding and implementing practices around alternate possibilities for providing specially designed instruction to students in settings other than removal from the classroom.

Technical assistance. SEA staff and cross-divisional AEA staff engaged in a two-day planning meeting (June of 2006) to develop an improvement plan regarding their identified needs. LRE issues were discussed and included in several of these plans. The SEA facilitated conversations among AEAs to develop statewide definitions for services with special education and services without special education, as well as for activities and supports. The Web IEP was programmed to reflect and facilitate the use of these definitions. All AEAs committed to training all districts on use of the Web IEP. By the end of the FFY 2005 (2005-2006) school year, 86% of IEPs in the state were written using the Web IEP. The SEA developed and provided technical assistance using a train-the-trainer model during the summer of FFY 2005 (2005-2006) which helped all AEAs address the new IEP requirements of IDEA 2004. Each AEA trained their staff and district special education personnel regarding accurate calculation of LRE.

Training was provided to data entry personnel on the use of the newly defined data elements and correct entry into IMS.

As SEA staff met with key stakeholder groups, LRE was identified as an area that needed a systemic approach to address special education teams' understanding of integrating IEP achievement goals in the general education environment. Therefore a model of technical assistance was developed to help teachers understand various ways in which they could work together in providing specially designed instruction for students with IEPS in the general education classroom. A co-teaching task force, comprised of SEA and AEA staff, and a representative from higher education, developed professional development titled lowa's Consultative Model. Dr. Marilyn Friend, a national expert in the field of co-teaching, served as an ad-hoc member of this task force. Dr. Friend also offered an Administrators' Retreat to further build the skills of lowa administrators supporting lowa's Consultative model.

AEA train-the-trainer professional development opportunities on Iowa's Consultative Model were offered in two locations in the state. Seventy-four participants representing all 12 AEAs attended. There were 174 participants from school districts statewide in attendance. The SEA offered two similar professional development opportunities to build the capacity and knowledge for professors at institutes of higher education. These sessions had 129 professors in attendance. They represented all 32 universities and colleges that provide teacher preparation programs in Iowa.

An Iowa DVD titled, *Collaborative Conversations with Iowa School Administrators and Teachers*, was developed and distributed at all professional development opportunities and has also been distributed by request to districts and schools across Iowa. To date, the SEA has distributed 375 copies, with many more copies distributed by the AEAs. This video features questions and answers by administrators and teachers in Iowa schools who have successfully implemented coteaching and collaboration. The professional development opportunities were seen as a means to incorporate best practices regarding meeting students' needs in the LRE.

The co-teaching task force also started work on the integration of lowa's Consultative Model into other SEA initiatives. This work was coordinated with the project leads at the SEA for the following projects: Every Student Reads, Every Student Counts, Every Student Inquires, KU-SIM Struggling Readers, Teacher Quality Legislation, Instructional Decision Making, and Positive Behavioral Supports. The continued focus will be on coordination of these initiatives and their impact on FAPE in the LRE.

These improvement activities were noted to have an impact on the LRE data for AEAs and helped them improve or meet their targets for the majority of the LRE categories.

Ongoing monitoring and enforcement as needed. In FFY 2005 (2005-2006), the SEA recognized that FAPE in the LRE was an area that needed further investigation. The SEA continued to monitor LRE and help AEAs make corrections. The SEA started a process of IEP review to determine if AEAs were making progress in the area of FAPE in the LRE. The SEA used the results of this review to start the development of a Self-Assessment monitoring file review process that identified AEAs requiring further professional development and technical assistance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

There were no revisions to targets, improvement activities, timelines or resources for FFY 2006 (2006-2007). The SEA will continue to implement strategies as outlined in the State Performance Plan in order to maintain the two indicator subcomponents and improve the one indicator subcomponent target performance area of slippage as described in the **Improvement Activities** section.

Part B State Annual Performance Report (APR) for FFY 2005 (2005-06)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration and the lowa Department of Education staff.

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (*e.g.*, early childhood settings, home, and part-time early childhood / part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

Percent = Number of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100.

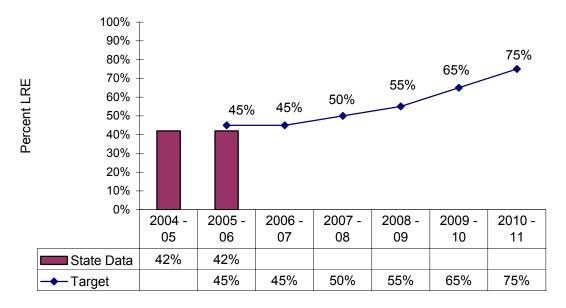
The provision of preschoolers with IEPs to receive special education services in settings with typically developing peers is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups established measurable and rigorous targets from 45% to 75% for the six-year State Performance Plan.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	45% of preschool children with IEPs received special education and related services in settings with typically developing peers.

Actual Target Data for FFY 2005 (2005-2006):

As shown in Figure B6.1, 42% of preschoolers with IEPs received special education services in settings with typically developing peers. Results were maintained from last year's baseline data of 42% but the FFY 2005 (2005-2006) target of 45% was not met.

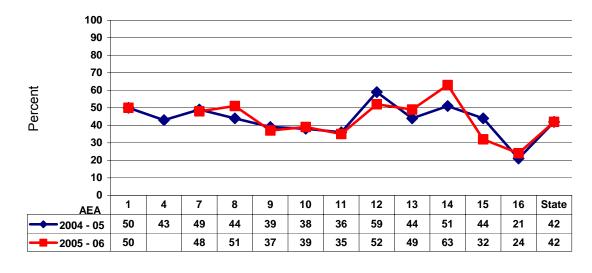
Figure B6.1. Percent of Children with Disabilities Ages 3-5 Served in Least Restrictive Environment.



Source. lowa 618 Table, FFY 2004 (2004–2005) and FFY 2005 (2005 – 2006). Source. lowa 618 LRE Tables, FFY 2004 (2004-2005) and FFY 2005 (2005-2006).

Figure B6.2 shows the AEAs and the LRE percent achieved from baseline FFY 2004 (2004-2005) to the first year of data for FFY 2005 (2005-2006). Specifically, six AEAs were above and five AEAs were below the State target.

Figure B6.2. Area Education Agencies Comparison of Baseline to First Year's LRE Data.



Source. Information Management System reports for FFY 2004 (2004-2005) and FFY 2005 (2005-2006).

Note. AEAs 4 and 12 merged and FFY 2005 (2005-2006) data were combined, see AEA 12.

Table B6.1 shows the number of preschoolers with IEPs who were served in the least restrictive environment for FFY 2005 (2005-2006). These numbers were disaggregated for each AEA.

Table B6.1. Number of preschoolers with IEPs served in the LRE for FFY 2005 (2005-2006).

Regional Grantee and State LRE Total											
1	7	8	9	10	11	12	13	14	15	16	State
246	440	176	241	350	399	232	238	98	104	56	2580

Source. Information Management System, FFY 2005 (2005-2006).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2005 (2005-2006):

Although the first year's target was not met (target of 45% and State reported 42%), the SEA engaged in multiple approaches to achieve the target set for FFY 2005 (2005-2006). Specifically, the SEA analyzed data to identify areas of concern, established a workgroup to analyze policies, procedures, and practices; provided technical assistance and targeted guidance; and participated in ongoing monitoring as needed of the 11 Area Education Agencies.

Verification of data. The early childhood setting codes in this data analysis included:

- EC1 Early Childhood, including Head Start, childcare settings, and private and Local Education Agency (LEA) preschools;
- EC3 home; and
- EC4 Part-time Early Childhood and Part-time Early Childhood Special Education.

Each AEA participated in training provided by the SEA staff regarding IEP documentation and data collection procedures for the early childhood setting codes. In addition, the SEA Information Management System (IMS) data entry staff participated in training and follow-up sessions for data entry of early childhood codes. IMS provided data reports to the SEA and AEA who identified outliers of data. The corrections required were made by AEA data entry staff.

Data collection and analysis were challenging with federal modification of the early childhood setting Code EC5 (reverse integration), which was no longer an LRE option. Removal of the Reverse Integration definition (a classroom designed primarily for children with disabilities taught by an ECSE teacher with at least half of the children participating not being disabled), impacted the SEA's LRE percentage; it decreased from 45% to 42%.

The SEA and the AEAs worked with local school districts to change use of early childhood settings from reverse integration programs to community based early childhood programs. This strategy was used to support establishing a system of local quality learning experiences for preschool age children. Then, quality regular (typical) education environments were available to integrate children with IEPs.

Analysis of data to identify concerns. The SEA provided each AEA a Regional Data Profile from LRE data submitted to the Information Management System. The data was disaggregated for both the AEA and the districts within the AEA. The data report provided the

SEA specific information regarding regional and district strengths and concerns. Specifically, six AEAs were noted as above and five AEAs were below the state target. The SEA provided technical assistance to those AEAs as described in the next sections.

Analysis of policies, procedures, and practices. An LRE Work Group was formed to analyze policies, procedures, and practices and to specifically address the systemic barriers to preschool LRE at the local and regional levels. The LRE Work Group, during the year of FFY 2005 (2005-2006), focused their work on revising the prior SEA technical assistance publication called "3-4-5 Thrive." Areas that were revised or expanded in the document addressed the following LRE issues:

- Developing IEPs to support preschoolers success in the Least Restrictive Environment;
- Developing guidance of what quality learning environments should include;
- Funding Least Restrictive Environment options; and
- Ensuring appropriate implementation of the IEP.

Technical Assistance. Ongoing professional development and technical assistance was provided to both AEA and LEA early childhood staff and their community partners, including Child Care Resource and Referral, Head Start, and Community Empowerment Areas to implement lowa's Quality Preschool Program Standards (QPPS). This statewide professional development was important to systematically impact lowa's challenge of having quality preschool settings available to integrate children with special needs. Through lowa's three-year State Improvement Grant (SIG) (federal grant awarded to the state by OSEP), 63 facilitators were trained to work with early care and education program staff to complete a self-assessment, write an improvement plan to focus on areas of need, and then analyze progress of meeting the QPPS 10 program standards and criteria. The trained facilitators provided 3,877 hours of training and coaching to 369 early care and education staff in 127 early childhood programs. Institutes of Higher Education were involved in the facilitator training of the Iowa Quality Preschool Program Standards so the quality standards would be infused into pre-service curriculum content. Data from implementation of the three-year SIG will be reported in the FFY 2006 (2006-2007) APR.

So that community-based early childhood staff are better prepared to serve preschoolers with autism in the least restrictive environment, 52 community based early childhood staff in one of lowa's AEAs received training on understanding Autism Spectrum Disorders and this population's programming essentials, including the use of visual supports and schedules. Training also occurred in another AEA regarding play skill strategies and materials for preschoolers on the autism spectrum. Attendees included teachers from community based early childhood programs, Head Start programs, and LEA preschools.

In order to further improve the quality of lowa's early care and education programs, the AEAs provided literacy training for the SEA initiative, Every Child Reads: 3-5. Three modules were developed to enhance the language, reading, and writing skills of preschoolers by providing training to early care and education providers. All 11 AEAs provided training on these three modules for 176 early care and education providers.

Ongoing monitoring and enforcement as needed. Each AEA's data was reviewed at a statewide Early Childhood Special Education Leadership meeting (group of AEA Early Childhood Special Education supervisor and lead personnel) provided by the SEA Early Childhood Special Education staff. Then in June of 2006, AEA Directors of Special Education and selected AEA staff met with SEA administration and consultants to review lowa's State Performance Plan and results of AEA indicator data. Each AEA developed an action plan based on their data. Nine of the AEAs included strategies in their action plan for increasing the percentage of LRE for preschoolers.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006 (2006-2007):

There were no revisions to targets, improvement activities, timelines or resources for FFY 2006 (2006-2007). The SEA will continue to implement strategies as outlined in the State Performance Plan in order improve target performance as described in the **Improvement Activities** section.

Part B State Performance Plan (SPP) for FFY 2005-2010

Note: Indicator 7 was submitted as part of the State Performance Plan as required by OSEP for February 1, 2007. The Annual Performance Report for Indicator 7 will be provided February 1, 2008.

Overview of the State Performance Plan Development:

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Positive social-emotional skills (including social relationships):
- a. Percent of preschool children who did not improve functioning = [(number of preschool children who did not improve functioning) divided by the (number of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (number of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(number of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(number of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
- If a + b + c + d + e does not sum to 100%, explain the difference.
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

- a. Percent of preschool children who did not improve functioning = [(number of preschool children who did not improve functioning) divided by the (number of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to sameaged peers but did not reach it = [(number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (number of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(number of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(number of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

- C. Use of appropriate behaviors to meet their needs:
 - a. Percent of preschool children who did not improve functioning = [(number of preschool children who did not improve functioning) divided by the (number of preschool children with IEPs assessed)] times 100.
 - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
 - c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (number of preschool children with IEPs assessed)] times 100.
 - d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(number of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
 - e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(number of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

Baseline Data for FFY 2004 (2004-2005):

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities / Timelines / Resources:

Part B State Annual Performance Report (APR) for FFY 2005-2010

Note: Indicator 8 was submitted as part of the State Performance Plan as required by OSEP for February 1, 2007. The Annual Performance Report for Indicator 8 will be provided February 1, 2008.

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total number of respondent parents of children with disabilities)] times 100.

FFY	Measurable and Rigorous Target
(Insert FFY)	(Insert Measurable and Rigorous Target.)

Actual Target Data for (Insert FFY):

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for (Insert FFY):

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY) [If applicable]

Part B State Annual Performance Re	eport (AP	R) for	(Insert FFY)
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Note: Indicator 9 was submitted as part of the State Performance Plan as required by OSEP for February 1, 2007. The Annual Performance Report for Indicator 9 will be provided February 1, 2008.

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (number of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
(Insert FFY)	(Insert Measurable and Rigorous Target.)

Actual Target Data for (Insert FFY):

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for (Insert FFY):

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY) [If applicable]

Disproportionality:: B9- Dispro. - Page 55

Part B State Annual Performance Ro	eport ((APR)	for		(Insert FFY	1)
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Note: Indicator 10 was submitted as part of the State Performance Plan as required by OSEP for February 1, 2007. The Annual Performance Report for Indicator 10 will be provided February 1, 2008.

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (number of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
(Insert FFY)	(Insert Measurable and Rigorous Target.)

Actual Target Data for (Insert FFY):

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for (Insert FFY):

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY)
[If applicable]

Disproportionality:: B10- Disability. - Page 56

Part B State Annual Performance Report (APR) for _____ (Insert FFY)

Note: Indicator 11 was submitted as part of the State Performance Plan as required by OSEP for February 1, 2007. The Annual Performance Report for Indicator 11 will be provided February 1, 2008.

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. Number of children for which parental consent to evaluate was received.
- b. Number determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).
- c. Number determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).

Account for children included in "a" but not included in "b" or "c." Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
(Insert FFY)	(Insert Measurable and Rigorous Target.)

Actual Target Data for (Insert FFY):

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for (Insert FFY):

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY) [If applicable]

Part B State Annual Performance Report (APR) for FFY 2005 (2005-2006)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration and the lowa Department of Education staff.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

- a. Number of children who have been served in Part C and referred to Part B for eligibility determination.
- b. Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in "a" but not included in "b" or "c". Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.

Percent = c divided by a - b times 100.

The provision of children referred by Part C (prior to age three and found eligible for Part B) to have an IEP implemented by their third birthday is a compliance indicator. This measurable and rigorous target was set at 100%, by OSEP, since it is considered a compliance indicator important for all children to attain or receive benefit. Each annual target of the six-year State Performance Plan is set at 100%.

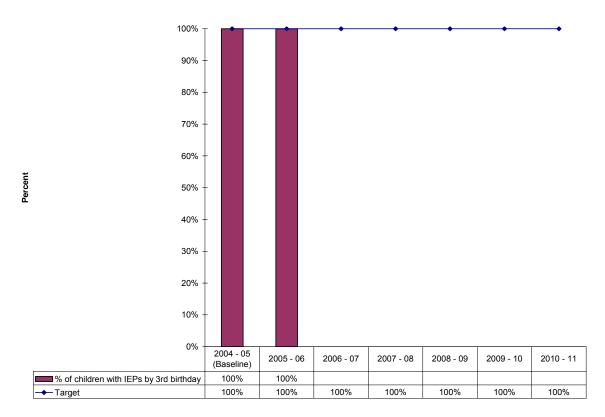
FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Actual Target Data for FFY 2005 (2005-2006):

As required from the Office of Special Education Programs letter in response to Iowa's State Performance Plan (submitted 12-2-05), Iowa has addressed and ensures effective transition and development of an IEP to support a child's transition from Part C to Part B by their third birthday as mandated in statute (IAC 281–120.57-120.60). Data in the following Tables and Figures provide the OSEP required baseline from FFY 2004 (2004-2005) and target data from FFY 2005 (2005-2006) regarding: (A) the number of children who have been served in Part C and referred to Part B for eligibility determination; (B) the number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays; (C) the number of those found eligible who have an IEP developed and implemented by their third birthdays; and (D) the number of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

The State Education Agency (SEA) monitored effective transition with all Area Education Agencies (AEAs) through a Self-Assessment file review process and data collected through the SEA Information Management System (IMS). First, results of data shown in Figure B12.1 indicate the target was met for FFY 2005 (2005-2006). Results were maintained from baseline data of 100% for FFY 2004 (2004-2005) to the first year's target of 100% and eligibility determination of Part C children for Part B by age three.

Figure B.12.1. Percent of Children with Part B Determined by Age Three.



Source: lowa 618 Exit Table, FFY 2004 (2004-2005) and FFY 2005 (2005-2006).

Second, the SEA has provided two Tables to address the data required from the OSEP letter in response to lowa's State Performance Plan (submitted 12-2-05). Table B12.1 indicates baseline data for FFY 2004 (2004-2005). Results of data required regarding: (A) the number of children who have been served in Part C and referred to Part B for eligibility determination; (B) the number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays; and, (C) the number of those found eligible who have an IEP developed and implemented by their third birthdays show that all AEAs met 100% except for three regions. Specifically, as shown in subcomponent (D), there were eight cases in which an IEP was not developed by the child's third birthday. Three of the cases were due to parent delay in consent for the initial evaluation. In two cases the team assigned an incorrect exit code. In the remaining cases the child's birthday was on a weekend and the team was unavailable for the two days surrounding that date, or the reason for delay was unknown. The total range of days beyond the child's third birthday when the IEP was developed was from two to 16 days (range reported as required by the Office of Special Education Programs (OSEP) letter in response to lowa's State Performance Plan, submitted 12-2-05).

Table B12.1.

Baseline Data for FFY 2004 (2004-2005) for Total Number and Percent of Children Served in Part C and Part B Eligibility Determined at Age Three by AEA and State.

					AEA a	ind Stat	e Totals	3			
1	7	8	9	10	11	12	13	14	15	16	State
						Part C R					Otate
31	93	40	57	78	110	48	39	11	28	17	552
				(B) F	Referred	l to Part	B Not E	ligible			
27	72	30	52	53	61	39	35	9	27	15	420
			(C) Elig	gible wit	h IEP d	evelope	d and in	nplemen	ited by	3	
27 (100)	72 (100)	30 100)	52 (100)	53 (100)	57 (93)	39 (100)	35 (100)	9 (100)	24 (89)	15 (100)	412 (98)
	(D) Pai	rent Re	fusal for	Conse	nt that (Caused I	Delay in	Evaluat	tion and	d Initial Se	rvices
0	0	0	0	0	4	0	0	0	3	0	8

Source. Iowa 618 Exit Table, FFY 2004 (2004-2005).

Table B12.2 indicates Iowa's first year of target data for FFY 2005 (2005-2006). Results of data for required subcomponents (A) through (D) show that all AEAs met 100% (except for one region) for children exiting Part C and having eligibility determined for Part B and an Individualized Education Plan (IEP) developed and implemented by their third birthday. Specifically, as shown in subcomponent (D), there was one case in which an IEP was not in effect by the child's third birthday. This delay occurred because the parent did not agree with the results of the Part B eligibility determination and would not consent to services. Twelve months after the child's third birthday the parent referred the child to Part B for eligibility determination and consented to services. An inappropriate exit code was assigned to this child at age three.

Table B12.2.

First Year Data FFY 2005 (2005-2006) for Total Number and Percent of Children Served in Part C and Part B Eligibility Determined at Age Three by AEA and State.

					AEA a	and Stat	e Totals	3			
1	7	8	9	10	11	12	13	14	15	16	State
				(A) Sei	rved in	Part C Re	eferred	to Part I	В		
41	132	59	76	112	161	75	49	21	81	27	834
				(B) F	Referre	d to Part	B Not E	ligible			
32	97	44	50	83	97	52	40	17	66	17	595
			(C) Elig	gible wi	th IEP o	levelope	d and in	nplemer	nted by	3	
32 (100)	97 (100)	44 (100)	50 (100)	83 (100)	97 (100)	52 (100)	40 (100)	17 (100)	65 (100)	17 (100)	594 (100)
	(D) Pa	rent Re	fusal for	Conse	nt that	Caused I	Delay in	Evalua	tion and	Initial Se	ervices
0	0	0	0	0	0	0	0	0	1	0	1

Source. lowa 618 Exit Table, FFY 2005 (2005-2006).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2005 (2005-2006):

As required from the Office of Special Education Programs letter in response to Iowa's State Performance Plan (submitted 12-2-05), Iowa has addressed and ensures effective transition and development of an IEP to support a child's transition from Part C to Part B by their third birthday.

The SEA has engaged in multiple linked approaches to maintain progress toward this target. Proven strategies to verify and analyze data, revise procedures, policies and implementation practices, provide professional development and technical assistance, and provide ongoing monitoring and enforcement are described in detail.

Verification of data. Primary progress for improving data collection and accuracy were attributed to the revision and the implementation of systematic procedures of the SEA's Information Management System (IMS). Analysis of data from the SEA's IMS indicated inappropriate exit codes had been assigned when children exited Part C. As a result, the SEA completed revisions to the system data collection procedures including a revision of the exit code definitions. The SEA has requested additional IMS data collection revisions in order to capture the number of days beyond the child's third birthday eligibility determination and IEP development is not implemented, and the reason for the delay. (This is to facilitate electronic versus hand tallying of State data.)

Analysis of data to identify concerns. Analysis of AEA data by region indicated specifically the need of clarification for implementing effective transition. As previously described, both the IEP documentation for reason of not meeting timelines and data entry coding primarily contributed to baseline data and regional concerns. The SEA determined better guidance was needed regarding the development and implementation of an IEP for all eligible children by their third birthday. Also, the AEAs that were noncompliant participated in the transition workgroup and provided assistance with the development of policies, and implementation guidance. This facilitated the regional personnel increasing their understanding of policies and practices for implementation and the SEA's understanding of the region's implementation challenges.

Analysis of policies, procedures, and practices. As a result of the Part C Self-Assessment monitoring file review data, it became apparent that the SEA needed to improve guidance regarding transition in the areas of documenting children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays, and/or the reason for delay in implementation of the IEP. The SEA had not

provided adequate implementation guidance, policy guidance to assist the AEAs in developing appropriate procedures to address transition, and training regarding the transition requirements.

In March 2006 the SEA staff shared the transition data and analysis with AEA administration (AEA Director's of Special Education) and Early Childhood Special Education Leadership group. In June 2006, the State held a meeting with AEA administration and staff to discuss data from lowa's State Performance Plan. These groups affirmed the SEA's analysis of the data and supported the strategy to address the issues using a statewide transition workgroup.

The transition workgroup included representation from AEAs / Regional Grantees, Local Education Agencies (school districts) and parents. The workgroup reviewed federal, State, and regional policies and procedures and identified primary implementation challenges. The workgroup completed the following tasks:

- Developed a model policy for AEAs/Regional Grantees integrating transition requirements for Part C and Part B to align with IDEA 2004;
- Developed Implementation Guidance addressing transition requirements for Part C and Part B;
- Revised transition elements included in the Service Coordination Competency Based Training Modules targeting beginning Service Coordinators; and
- Developed an IFSP Transition Planning Meeting Work Page to support adequate documentation of steps and services as well as documentation of a transitionplanning meeting at least 90 days before the child's third birthday.

The SEA / Lead Agency staff reviewed the recommendations for the revised State transition policies and procedures from the transition workgroup. Prior to adoption of the recommendations, the SEA / Lead Agency sought public input from stakeholders instrumental in implementing Early ACCESS and Early Childhood Special Education Services. Specifically, the State conducted meetings with the AEA / Regional Grantee administrators (Director's of Special Education) and Liaisons, AEA Early Childhood Special Education staff, lowa Council for Early ACCESS, and the lowa Special Education Advisory Panel. Once the transition policy was finalized and approved, it was submitted to OSEP, November 23, 2005, with the Part C Application. In addition, the SEA / Lead Agency distributed model policies to all AEAs / Regional Grantees in August of 2006, for consistency of implementation. These policies were adopted by all AEAs / Regional Grantees; approved by and are on file with the SEA / Lead Agency.

Technical assistance. Module III of the Early ACCESS Service Coordinator Competency-Based Training Program was revised to include updated information about transition procedures and practices. (The training program is described in further detail within Indicator 1.)

The SEA continued addressing effective transition in FFY 2006 (2006-2007). The SEA has engaged the services of the North Central Regional Resource Center (RRC) to assist with the development of statewide training regarding transition procedures. The SEA has provided training content regarding implementation guidance, transition policies and procedures including use of the Transition Planning Meeting Work Page, written prior notice, consent, appropriate use of exit codes, and other systemic components. Also, training for teams and Service Coordinators regarding the use of exit codes will be part of the training developed in partnership with the RRC. The SEA is working with the RRC to develop Web-based training for service coordinators, IFSP, and IEP teams. It is anticipated the online training will be initiated early Spring of 2007.

The SEA continued activities to support effective transition through December 2006. The Part C and Part B Implementation Guidance and State transition procedures to AEAs / Regional Grantees developed by the transition workgroup were distributed in December of 2006. These

documents delineated the responsibilities of the Lead Agency, Regional Grantees, AEAs, districts, IEP teams and parents in providing a smooth transition into Part B services thus clarifying appropriate practices. The SEA also provided training to data personnel regarding appropriate Part C exit codes in August 2006. The SEA will revise procedures with IMS to collect the reason for delay of the development of the IEP beyond the child's third birthday.

Ongoing monitoring and enforcement as needed. The SEA reviewed IMS data and determined reasons for delay in implementing effective transition services. General implementation guidance was provided to all AEAs for documenting the reason for delay and number of days the IEP was not developed beyond the child's third birthday. The first year of target data indicated AEAs had effectively implemented guidance provided by the SEA. The SEA will continue to monitor data and exit codes to determine if current steps taken adequately addressed this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

There were no revisions to targets, improvement activities, timelines or resources for FFY 2006 (2006-2007). The SEA will continue to implement strategies as outlined in the State Performance Plan in order to maintain and improve target performance as described in the **Improvement Activities** section.

Part B State Annual Performance Report (APR) for _____ (Insert FFY)

Note: Indicator 13 was submitted as part of the State Performance Plan as required by OSEP for February 1, 2007. The Annual Performance Report for Indicator 13 will be provided February 1, 2008.

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(Number of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (Number of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
(Insert FFY)	(Insert Measurable and Rigorous Target.)

Actual Target Data for (Insert FFY):

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for (Insert FFY):

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY)
[If applicable]

Part B State Performance Plan (SPP) for 2005-2010

Note: Indicator 14 was submitted as part of the State Performance Plan as required by OSEP for February 1, 2007. The Annual Performance Report for Indicator 14 will be provided February 1, 2008.

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percentage of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(number of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (number of youth assessed who had IEPs and are no longer in secondary school)] times 100.

Overview of Issue/Description of System or Process:

Baseline Data for FFY 2004 (2004-2005):

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	

APR	Template	- Part B	(3)
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2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities / Timelines / Resources:

Part B State Annual Performance Report (APR) for FFY 2005 (2005-2006)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these components and comments were compiled. Monitoring data were analyzed with the following key stakeholders: Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and the lowa Department of Education staff.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. Number of findings of noncompliance
- b. Number of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

The provision of effective general supervision and the identification and correction of noncompliance as soon as possible but in no case later than one year from identification is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	General supervision system (including monitoring, complaints, hearings etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.

Actual Target Data for FFY 2005 (2005-2006):

Data and procedures have been provided in this report to describe the identification and correction of noncompliance as soon as possible but in no case later than one year from identification as required by the Office of Special Education Program's letter in response to Iowa's State Performance Plan (submitted December 2, 2005). In addition, the state's definition of timelines for correction of identified noncompliance was revised as follows:

Correction of identified noncompliance must occur as soon as possible but in no case later than one year from identification.

Identification is defined as the date in which a district's procedural compliance report is finalized and delivered to the local district. The AEA has 30 calendar days from when the LEA completes its self-assessment to complete and finalize the report.

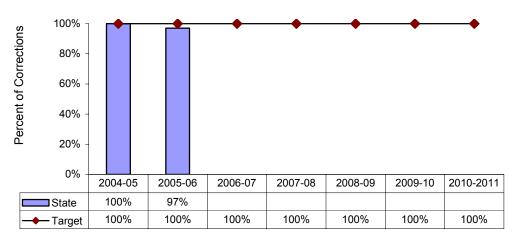
Using the State's definition, correction of identified noncompliance was measured for each AEA and district involved in either a site visit or the procedural compliance review occurring prior to the site visit. AEAs and districts are on a five-year cycle for an on-site visit and procedural compliance review. Each year approximately 20% of the AEAs and districts complete a compliance review and engage in a site visit the following year. Correction of identified noncompliance as a result of dispute resolution is reviewed for each individual occurrence. All noncompliance reviewed in this report was identified in FFY 2004 (2004-2005) and was to be corrected no later than one year from identification, which would occur during FFY 2005 (2005-2006).

Dispute Resolution. No noncompliance was found as a result of a complaint, due process hearing or mediation during FFY 2005 (2004-2005).

Area Education Agency (Intermediate Agencies). No noncompliance was found in reviewing three AEAs (AEA 4, 9, 11) FFY 2004 (2004-2005).

Local Education Agencies (School Districts). Figure B15.1 shows the State baseline and first year's target data for correction of identified noncompliance. As noted in Figure B15.1 the State target was not met for FFY 2005 (2005-2006). Results of State data indicated slippage from the baseline of 100% to 97% correction of identified noncompliance.

Figure B15.1. State Percent of Identified Noncompliance Corrected No Later than One Year from Identification.



Source: SEA Monitoring Database, FFY 2004 (2004-2005), FFY 2005 (2005-2006).

Identification and correction of district noncompliance was monitored by AEAs and the SEA. During FFY 2004 (2004-2005), each district identified for a site visit in the subsequent school year used a statewide self-assessment tool to conduct IEP file reviews on a random sample of two files per teacher or a minimum of 10 files of their total number of eligible children served. Additionally, the districts engaging in a site visit during FFY 2004 (2004-2005) were reviewed for noncompliance. Table B15.1 reports the total number of districts with noncompliance findings identified during the FFY 2004 (2004-2005) self-assessment review and the FFY 2004 (2004-2005) site visits, the total number of districts with noncompliance corrections within one year as previously identified, and the percent of districts with corrections made within one year.

Table B.15.1. Local Education Agency Noncompliance Citations and Percent Corrected Within One Year, FFY 2004 (2004-2005).

	LEA Self-Assessments			LEA Site Visits			LEA Totals		
AEA	# Districts 2004-05 Self- Assessment	# Districts with Findings	# Districts with Corrections	# Districts 2004-05 Site Visits	# Districts with Findings	# Districts with Corrections	Findings	Total # Districts with Corrections (C + F=H)	% Districts with Corrections Within One Year (H/G= I)
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(1)
1	6	6	6	4	4	4	10	10	100%
7	10	10	10	11	9	9	19	19	100%
8	9	9	8	13	3	3	12	11	92%
9	2	2	2	5	0	NA	2	2	100%
10	8	8	7	4	1	1	9	8	89%
11	11	11	10	10	0	NA	11	10	91%
12	5	5	5	6	1	1	6	6	100%
13	3	3	3	9	6	6	9	9	100%
14	5	5	5	3	0	NA	5	5	100%
15	5	5	5	5	4	4	9	9	100%
_16	1	1	1	3	1	1	2	2	100%
State	65	65	62	73	29	5	94	91	97%

Source. District Monitoring Data, Site Visits FFY 2004 (2004-2005) and Self-Assessment File Reviews FFY 2004 (2004-2005).

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage That Occurred for FFY 2005 (2005-2006):

Several improvement activities were implemented to impact meeting the target for this indicator. Policies and practices were analyzed and revised, technical assistance was provided to AEAs and local schools, a coordinated system of professional development was implemented, and ongoing monitoring of system performance was conducted.

Verification of data. AEAs have general supervision responsibilities, including verification that noncompliance has been corrected. AEAs assign staff to work with district staff to verify correction of individual student noncompliance and full implementation of the corrective action plan. AEAs are required to submit to the SEA the initial district report and documentation that corrections were completed to remediate the issues identified. A State Monitoring Workgroup reviewed the self-assessment tool and the process to ensure compliance with federal and State requirements. State staff provided technical assistance to AEA Monitoring Liaisons on the revised self-assessment tool and data collection process.

Analysis of data to identify concerns. For FFY 2005 (2005-2006), three of 11 AEAs did not meet the target of 100% correction of identified noncompliance as soon as possible but in no case later than one year from identification. AEA 8 had one district, AEA 10 had one district and AEA 11 had one district that did not correct identified noncompliance within the required time. Identification of noncompliance occurred during the district self-assessment file review process and during the site visit process. These three AEAs were at 92%, 89% and 91%, with the remainder of the AEAs at 100%. The State percentage of 97% did not meet the OSEP target of 100%.

In the FFY 2004 (2004-2005) self-assessment process, 65 of the 65 districts completing a special education record and file review (Self-Assessment) had noncompliance findings. Districts were required to correct all individual student noncompliance within 60 school days and if a corrective action plan (CAP) was required, they were required to fully implement the CAP within one year from the date of notification. Three districts were identified as not correcting noncompliance within the required one-year timeline. The AEA in which each of these districts is located was responsible for general supervision and ensuring that these districts met requirements and corrected all noncompliance. Each district was required to rewrite a corrective action plan and implement it with close AEA supervision. The AEA scheduled periodic reviews to ensure all activities were completed by established timelines in the revised corrective action plan. Each district also corrected all individual student noncompliance that was identified in the original review process. Additionally each AEA pulled additional files and did periodic reviews to ensure that changes were made at a systemic level. AEAs were required to submit periodic reports to the DE on the progress the district was making to correct the identified noncompliance.

AEA monitoring data indicated during FFY 2004 (2004-2005), 29 of the 73 districts receiving a site visit had noncompliance findings identified during the site visit. All 29 districts with findings corrected the noncompliance issues identified during the site visit. The AEAs worked with the districts to ensure and verify that noncompliance was corrected. The AEAs were required to submit reports and verification of corrections and implementation of corrective action plans to the SEA.

Analysis of policies, procedures and practices. Lead State staff met with stakeholder groups (State Monitoring Workgroup and AEA Special Education Directors) to develop State guidance on the revised "timelines for correction of noncompliance definition." AEA monitoring liaisons were provided written guidance to assist with procedures and practices to implement the revised timelines.

Through additional analysis, it was also identified that among the AEAs there was inconsistent identification of noncompliance for both individual and system level issues during the self-assessment process. The SEA developed specific guidance and criteria for identification of individual noncompliance and requirements for system level corrective action plans. AEA monitoring liaisons were provided written procedures for data analysis for the district self-assessment file review process.

Technical Assistance. Technical assistance developed by the SEA and provided to the AEAs focused on the importance of implementing the revised definition of timelines for correction of noncompliance, the awareness of all AEAs and districts needing to meet the target of 100%, the use of established criteria to identify individual student noncompliance and system level issues, the need for clear documentation and verification of corrections made and understanding the revisions made to the Self-Assessment file review tool and reports generated as a result of the self-assessment. The technical assistance provided was noted to have a major impact on the self-assessment process and documentation substantiating corrections made to meet the revised definition.

Additionally, in June 2006 the SEA awarded a five-year contract for the development of a data system (I-STAR: lowa System To Achieve Results) to use in the monitoring process of districts and AEAs. I-STAR is a web-based tool that will be used to gather data during the district self-assessment file review process. It will also be used to gather Part B Parent Survey data, Part C

Family Centered Services data and Part C Self-Assessment File Review data. Additional functions include, reports generated for each district / AEA that identify individual child / student noncompliance and whether or not a corrective action plan is required. Districts and AEAs will be able to track the correction of individual child / youth noncompliance and completion of corrective action plans.

Ongoing monitoring and enforcement as needed. In FFY 2005 (2005-2006) the SEA issued three letters to the districts and AEAs where noncompliance identified during FFY 2004 (2004-2005) was not corrected no later than one year from identification. Districts and AEAs were instructed to revise the Corrective Action Plan, with the AEA scheduling specific times for follow-up. The SEA approved the plans submitted with scheduled ongoing monitoring by the AEAs and SEA.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

There were no revisions to targets, improvement activities, timelines or resources for FFY 2006 (2006-2007). The SEA will continue to implement strategies as outlined in the State Performance Plan in order to address target performance and the area of slippage as described in the **Improvement Activities** section.

Part B State Annual Performance Report (APR) for FFY 2005 (2005-2006)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and the lowa Department of Education staff.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports⁴ issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances⁵ with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Percent = Number of complaints with reports issued within timelines + number of complaints with reports issued within extended timelines divided by number of complaints with reports issued times 100.

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⁴ OSEP used the language, "reports issued that were resolved" to mean that the signed, written complaint must follow requirements and procedures adopted by the SEA. These procedures, at a minimum, are required to include the IDEA 2004 regulations governing state complaints (refer to §300.151-153).

⁵ OSEP requires each state to define "exceptional circumstances" in its procedures. Iowa included these examples:

⁽¹⁾ The unavailability of necessary parties or information may hinder the investigation;

⁽²⁾ Either the agency or the complainant submits additional data that changes the course of the investigation; or

⁽³⁾ The complainant submits large volumes of additional information on a later date making it impossible to review and stay within the timeline.

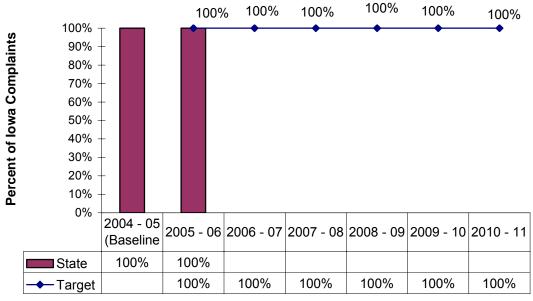
The provision of complaints being resolved in a timely manner is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2005	100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect
(2005-2006)	to particular complaint.

Actual Target Data for FFY 2005 (2005-2006):

Figure B16.1 shows the State Education Agency's (SEA) baseline, the first year of data, and the target for the percent of signed written complaints with reports within the required timeline for complaints received between July 1, 2005, and June 30, 2006. As noted in Figure B16.1, the State target was met for FFY 2005 (2005-2006). Results of data indicated the SEA maintained the OSEP target of 100% from baseline to the first year's target.

Figure B16.1. Percent of Iowa Complaints That Met Timelines for Baseline and First Year's Target.



Source. lowa Department of Education Complaint Data Reports, FFY 2004 (2004-2005) and FFY 2005 (2005-2006).

Table B17.1 shows the number of complaint occurrences and timelines of SEA data for FFY 2005 (2005-2006). (The required OSEP Table 7, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act can be found in Appendix B.) Seven complaints were filed and three were investigated. Of the three complaints investigated, one was a complaint with findings, i.e., the district and AEA were found to be in non-compliance. The allegations in the

other two complaints were not founded. Four were not investigated because: (1) one complainant requested said complaint be dropped because the issue was resolved within five days of filing; (2) one parent decided to use the preappeal conference (mediation) process instead of using the complaint process; (3) one requested a dismissal of the complaint following an ALJ assisting with a settlement agreement that addressed both hearing and complaint issues; and (4) one reported the issue was resolved at an IEP meeting.

Table B16.1. Formal Complaints and Timelines.

Due Process Description	Total Number
Complaints Filed	7
Complaints Investigated With Reports Issued	3
Reports With Findings of Noncompliance (1)	
Reports Within Timeline of 60 Calendar Days (3)	
Reports Within Allowed Extended Timelines (0)	
Complaints Withdrawn or Dismissed	4
Complaints Pending	0
Complaint Pending a Due Process Hearing (0)	

Source. Iowa Department of Education, Bureau of Children, Family and Community Services, Bureau Data: Complaints FFY 2005 (2005-2006).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2005 (2005-2006):

Several improvement activities were implemented to impact meeting the target for this indicator.

Verification of data. The SEA ensures and verifies that the data are valid by maintaining an integrated data system. The SEA staff follows procedures to document and track those complaints filed including monitoring of timelines and results.

Analysis of data to identify concerns. Data were gathered, reported and analyzed to determine the results and effectiveness of the complaint procedures to study ongoing improvement of the system. Only one analysis was completed for FFY 2005 (2005-2006) since of the three complaints investigated, only one revealed noncompliance. The SEA tracked the outcome of any filed complaint, regardless of whether it was investigated.

Analysis of policies, procedures and practices. The analysis of policies, procedures and practices were reviewed by SEA staff and with various stakeholder groups. For example of practices and procedures reviewed, a model investigative report was developed and provided for the AEA Special Education Director at the start of each investigation. Also during FFY 2005 (2005-2006), AEA Special Education Directors were provided one-on-one clarification of the expectation of his or her role and the use of the model investigative report.

Although a survey instrument was used following a preappeal conference and mediation to determine participant's perceived effectiveness, one was not formally done with formal complaints. This was based on the fact that for every complaint actually investigated and a written report issued, the SEA typically communicated with all parties and informally received feedback.

Technical assistance. Because lowa historically has had a low number of formal written, signed complaints filed and investigated, minimum technical assistance to the AEAs was required.

During FFY 2005 (2005-2006), lowa (SEA) continued the commitment to resolve concerns at the earliest and lowest level. Activities were focused on appropriate dispute resolution (ADR) options available addressing: (1) trainings and professional development; (2) public relations materials; (3) parent support; and (4) guidance materials.

First, the SEA provided funding for six trainings offered to AEAs, LEAs, parents, and others (such as advocacy groups and organizations including Parent Training and Information Center, Protection and Advocacy, and the Iowa Association of School Boards). Most trainings were provided by the AEAs and included:

- Introductory Mediation (four days);
- Advanced Mediation, Part I (four days);
- Advanced Mediation, Part II (two days);
 (Refresher courses were provided for those who had completed any of the above trainings (one or more days as needed);
- RESPECT in the IEP Process (four days spread out over nine to 12 weeks to allow participants two practice new skills and concepts between training sessions. Training was available for two units of graduate credit.); and
- Creating Solutions: Skills to Effectively Resolve Disputes between Parents and Educators (one day training specifically designed for parents to provide some of the same core skills addressed in resolution facilitation trainings provided for educators.)

During FFY 2005 (2005-2006), 11 trainings were provided. Eight were hosted by AEAs and one by the Parent Training and Information Center. A total of 131 individuals received the training. A number of people who worked in the field completed conflict resolution trainings.

The three mediation trainings (Introduction, Advanced Part I, and Advanced Part II) were provided as the minimum staff development criteria in order to provide staff another SEA appropriate dispute resolution (ADR) option. This training was required and continues to be required, to maintain a statewide AEA Resolution Facilitator process. The process is available through the AEAs who assisted with resolving differences at an early and low level as an alternative to using the SEA processes for resolving conflicts.

In addition, at a minimum, four staff development days were provided to mediators and ALJs. This training in turn contributed to the SEA having few due process hearings because of the high success rate for reaching agreements in preappeals, mediations, and other appropriate forms of resolving conflict. For example, an ALJ held a prehearing session with all parties one day before the scheduled hearing and was able to assist parties with obtaining a written agreement facilitating the request for dismissal when issues were resolved.

The SEA also hired an attorney for the purpose of assisting with special education legal issues. This legal consultant assisted with ongoing training for the ALJs at their quarterly inservices and the planning of future trainings.

During FFY 2005 (2005-2006) the SEA was able to collaboratively work with the University of Northern Iowa (UNI) and the Conflict Resolution Center of Iowa in developing a preservice pilot project that would give appropriate dispute resolution skills to future educators. This pilot

endeavor now represents three semesters of implementation. Please note in the spring 2007, the SEA will use the lowa Communications Network (ICN), a fiber-optic network that makes it possible for those separated by physical location to interact with each other. The SEA will share curriculum materials with institutions of higher education (IHEs) that have special education training programs. The IHEs will be encouraged to replicate this preservice project.

Second, public relations materials were developed to increase the understanding of the due process system and support appropriate implementation of IDEA 2004. For example, a document called Other Ways to Resolve Differences After a Hearing Request Without Necessarily Going Through a Hearing provided a side-by-side to assist parties with understanding differences between mediation and resolution meetings. Other side-by-side materials showing the available appropriate dispute resolution options were designed. Templates for legally binding agreements were developed to provide assistance with this new IDEA 2004 requirement. Numerous presentations were given to various constituencies in an effort to make certain people were aware of the available options, as well as the pros and cons of each. Other various communication systems were used (e.g., formal and informal meetings, phone calls, and e-mails) with groups or individual people to either provide information or seek input regarding how the SEA could be more helpful with assisting people to better understand IDEA 2004. The Department website was used to share these new requirements, including the Procedural Safeguards Manual for Parents. The SEA continues to look for opportunities for other agencies and organizations to promote these ADR options, e.g., the Parent Training and Information Center consistently uses the same promotional drawings in its publications to highlight the option of using the Resolution Facilitator process.

Third, the SEA remained committed to providing parent support. Through continued funding and support of the Parent-Educator Connection (PEC), the SEA maintained its commitment to help parents resolve differences at the lowest and earliest level. In 1984, lowa began a model of providing resource personnel via Parent-Educator Connection (PEC) Coordinators in each region of the SEA. The PEC program is a partnership between educators and families to strengthen the relationship brought to the child's education. Although PEC coordinators' original focus was on families of children and students ages three to 21, PEC Coordinators expanded their role in FFY 2003 (2003-2004) to include Early ACCESS, Part C, families of infants and toddlers. The PEC has supported family—centered practices through activities such as initiating personal contacts with parents, providing training, and attending IFSP meetings. When differences have surfaced, the PEC has been instrumental in helping parties resolve differences.

Fourth, the SEA staff developed guidance materials and forms to improve implementation of procedures and understanding of due process requirements. Different model forms were developed for the complaint process, preappeal conference, and due process complaint (which includes the mediation option). These forms were distributed to constituents and included in the Procedural Safeguards Manual for Parents. All letters that were sent to parties after someone initiated one of the procedures for resolving differences were revised to include all new IDEA 2004 requirements. Other examples of new forms that were widely disseminated included: (1) Agreement to Hold Resolution Meeting, (2) Legally Binding Resolution Meeting Agreement, (3) Checklist for Legally Binding Resolution Meeting, (3) Agreement to Hold Mediation, (4) Legally Binding Mediation Agreement Form, (5) Timelines Involving Due Process Complaint (Hearing), and (6) Checklist for Legally Binding Mediation.

Ongoing monitoring and enforcement as needed. The SEA reviewed the complaint data to determine noncompliance and the SEA used this data to fulfill its obligation of monitoring as required in Indicator 15. The general supervision system assured identified noncompliance issues were corrected as soon as possible but in no case later than one year from identification.

Iowa

These were tracked and the complaint was not closed until documentation was provided to the SEA that all corrective action plans had been implemented.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

There were no revisions to targets, improvement activities, timelines or resources for FFY 2006 (2006-2007). In order to maintain target performance, the SEA will continue to implement strategies as outlined in the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2005 (2005-2006)

Overview of The Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, the lowa Department of Education staff, special education administrative law judges, and state-contracted special education mediators.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer⁶ at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

Percent = Number of hearing decisions within timeline + decisions within extended timeline divided by hearings held times 100.

The provision of due process hearings is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

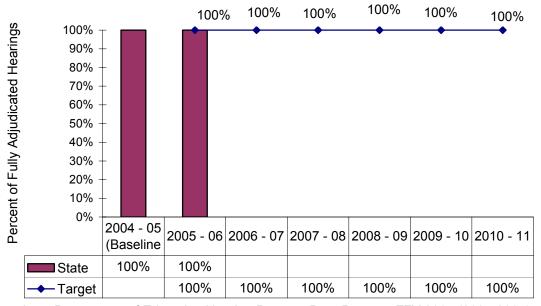
Part B State Annual Performance Report for 2005 (2005-2006) (OMB NO: 1820-0624 / Expiration Date: 12/08/2009): Submitted 2-1-07

⁶ In lowa, an administrative law judge (ALJ), instead of a "hearing officer," is the person responsible for conducting a due process hearing.

Actual Target Data for FFY 2005 (2005-2006):

Figure B17.1 shows the State Education Agency's (SEA) baseline, the first year of data, and the target for the percent of fully adjudicated due process hearing requests received between July 1, 2005, and June 30, 2006. As noted in Figure B17.1, the state target was met for FFY 2005 (2005-2006). Results of data indicated the SEA maintained the OSEP target of 100% from baseline to the first year's target.

Figure B17.1. Percent of Iowa Fully Adjudicated Due Process Hearings That Met Timelines for Baseline and First Year's Target.



Source. Iowa Department of Education Hearing Request Data Reports, FFY 2004 (2004-2005) and FFY 2005 (2005-2006).

Table B17.1 shows the number of due process hearing requests and timelines for baseline and the first year of SEA data for FFY 2005 (2005-2006). (The required OSEP Table 7, *Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act* can be found in the Appendix) As results of Table B17.1 indicate for FFY 2005 (2005-2006), the SEA had 15 hearing requests but no hearings were held between July 1, 2005, and June 30, 2006, for those requests received during that designated timeframe.

Table B17.1.
Timelines Met for SEA Due Process Results: Hearings.

Due Process Description	Number Reported (2004-2005)	Number Reported (2005-2006)
Hearing Requests	10	15
Hearings Held	4	0
Decision Within Timeline	0	NA
Decision With Timeline Extended	4	NA

Source. Iowa Department of Education Hearing Request Data Reports, FFY 2004 (2004-2005) and FFY 2005 (2005-2006)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2005 (2005-2006):

Several improvement activities were implemented to impact meeting the target for this indicator.

Verification of data. Data were collected, reported and analyzed by the SEA staff for FFY 2005 (2005-2006). A prior developed data base was used to track due process data and analyze information to verify data required for the OSEP Table 7.

Analysis of data to identify concerns. Results of data analysis review indicated five more hearing requests were noted from baseline (FFY 2004 (2004-2005)) to the first year's target. However, of the 15 hearing requests filed between July 1, 2005, and June 30, 2006, none went to hearing during that timeframe. One hearing was held in the SEA but the hearing request was filed during the FFY 2004 (2004-2005) timeframe. Also, one hearing request filed between July 1, 2005, and June 30, 2006, went to hearing after June 30, 2006. (The decision had a timeline that was properly extended by the ALJ at the request of one or both parties.)

The following description provides outcomes of the 15 hearings requested between July 1, 2005, and June 30, 2006.

- Five resolution sessions were held and four reached agreement. Of the one not reaching an agreement, the ALJ assisted with a written agreement without a formal mediation or hearing.
- Three mediations were held in FFY 2005 (2005-2006) with two reaching agreement.
 One not reaching an agreement went to hearing (held after June 30, 2006). One other mediation was held after June 30, 2006, and an agreement was reached.
- Three other hearing requests were resolved in FFY 2005 (2005-2006) without mediation
 or resolution meetings. After June 30, 2006, one request was dismissed after a
 resolution session was offered and declined. The LEA requested dismissal for lack of
 jurisdiction, and the ALJ dismissed the hearing request. Another case was resolved
 without either a resolution meeting or mediation.
- One case was still pending as of January 2006.

Data collected and analyzed by the SEA for hearings were reviewed for type and the region (AEA) of the hearing request. This analysis was completed to determine if the SEA had systemic IDEA 2004 implementation concerns or if the hearing requests were unique to varying children / youth with Individualized Education Programs (IEPs). Results indicated no systemic concerns: seven of the 12 AEAs were named in the 15 hearing requests. One AEA was named in six hearing requests; one AEA was named in three hearing requests; and one AEA was named in two hearing requests. Four different AEAs were named in the last four hearing requests. The

issues identified in the hearing requests varied for the families with concerns involving free appropriate public education (FAPE) to placement issues.

Analysis of policies, procedures and practices. During FFY 2005 (2005-2006), the SEA implemented improvement activities with stakeholder groups to analyze SEA policies, procedures, and practices to align with IDEA 2004 implementation. Policies were revised and submitted with the FFY 2006 (2006-2007) State Application.

Due process procedures were reviewed to assure timelines were met and whether the present system of using university professors as ALJs should be altered to use attorneys. Written procedures regarding implementing timelines were reviewed, revised, and provided to ALJs, attorneys representing parents and educators, and secretarial support staff. Guidance was provided at four different one-day inservices (provided quarterly) and through group and individual emails and telephone conversations.

The SEA wanted to determine the satisfaction level of constituencies involved with the present system of due process procedures. In particular, the SEA wanted to know whether lowa should consider having attorneys serve as ALJs instead of the present system of the SEA contracting with four university special education professors (one of whom is an attorney). The SEA contracted with a facilitator to query numerous stakeholders including AEA Special Education Directors, Urban Network Special Education Directors, Iowa Department of Education staff, attorneys for the three parties (parents, LEAs and AEAs), Office of the Attorney General, and ALJs. Although the conclusion of the interviews recommended maintaining the present system, there were ideas presented for consideration for improvement. Several ideas led to changes in policies, procedures, and practices.

Technical assistance. During FFY 2005 (2005-2006), the SEA continued the commitment to resolve concerns at the earliest and lowest level. Activities were focused on appropriate dispute resolution (ADR) options available addressing: (1) trainings and professional development; (2) public relations materials; (3) parent support; and (4) guidance materials.

First, the SEA provided funding for six trainings offered to AEAs, LEAs, parents, and others (such as advocacy groups and organizations including Parent Training and Information Center, Protection and Advocacy, and the Iowa Association of School Boards). Most trainings were provided by the AEAs and included:

- Introductory Mediation (four days);
- · Advanced Mediation, Part I (four days);
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 (Refresher courses were provided for those who had completed any of the above trainings (one or more days as needed));
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- Creating Solutions: Skills to Effectively Resolve Disputes between Parents and Educators (one day training specifically designed for parents to provide some of the same core skills addressed in resolution facilitation trainings provided for educators.)

During FFY 2005 (2005-2006), 11 trainings were provided. Eight were hosted by AEAs and one by the Parent Training and Information Center. A total of 131 individuals receiving the training. A number of people who worked in the field completed conflict resolution trainings.

The three mediation trainings (Introduction, Advanced Part I, and Advanced Part II) were provided as the minimum staff development criteria in order to provide staff another SEA appropriate dispute resolution (ADR) option. This training was required and continues to be required, to maintain a statewide AEA Resolution Facilitator process. The process is available through the AEAs who assisted with resolving differences at an early and low level as an alternative to using the SEA processes for resolving conflicts.

In addition, at a minimum, four staff development days were provided to mediators and ALJs. This training, in turn contributed to the SEA having few due process hearings because of the high success rate for reaching agreements in preappeals, mediations, and other appropriate forms of resolving conflict. For example, an ALJ held a prehearing session with all parties one day before the scheduled hearing and was able to assist parties with obtaining a written agreement facilitating the request for dismissal when issues were resolved.

The SEA also hired an attorney for the purpose of assisting with special education legal issues. This legal consultant assisted with ongoing training for the ALJs at their quarterly inservices and the planning of future trainings.

During FFY 2005 (2005-2006) the SEA was able to collaboratively work with the University of Northern Iowa (UNI) and the Conflict Resolution Center of Iowa in developing a preservice pilot project that would give appropriate dispute resolution skills to future educators. This pilot endeavor now represents three semesters of implementation. Please note in the spring 2007, the SEA will use the Iowa Communications Network (ICN), a fiber-optic network that makes it possible for those separated by physical location to interact with each other. The SEA will share curriculum materials with institutions of higher education (IHEs) that have special education training programs. The IHEs will be encouraged to replicate this preservice project.

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Ongoing monitoring and enforcement as needed. The SEA general supervision system assures identified noncompliance concerns are corrected as soon as possible and no later than one year from identification. The SEA, as part of its monitoring and enforcement responsibilities, reviews all due process hearing decisions to determine noncompliance. However, as noted previously, during this reporting period there were no hearings held for those filed during FFY 2005 (2005-2006).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

There were no revisions to targets, improvement activities, timelines or resources for FFY 2006 (2006-2007). In order to maintain target performance, the SEA will continue to implement strategies as outlined in the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2005-2010

Note: Indicator 18 was submitted as part of the State Performance Plan as required by OSEP for February 1, 2007. The Annual Performance Report for Indicator 18 will be provided February 1, 2008.

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
(Insert FFY)	(Insert Measurable and Rigorous Target.)

Actual Target Data for (Insert FFY):

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for (Insert FFY):

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY) [If applicable]

Part B State Annual Performance Report (APR) for FFY 2005 (2005-2006)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, the lowa Department of Education staff, special education administrative law judges, and state-contracted special education mediators.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six year State Performance Plan and each Annual Performance Report.

Measurement:

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.

Percent = Number of mediation agreements related to due process + number of mediation agreements not related to due process⁷ divided by number of mediations held times 100.

FFY	Measurable and Rigorous Target
2005	91% of the preappeal conferences and mediations held will reach an agreement.
(2005-2006)	

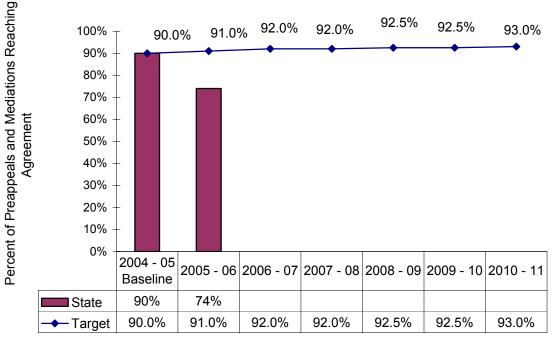
The percent of preappeal conferences and mediations held that resulted in mediation agreements is a performance indicator. Therefore, each state was allowed by OSEP to set its own target from baseline data. The SEA, with input from stakeholder groups established measurable and rigorous targets from 91% to 93% for the six year State Performance Plan.

Actual Target Data for FFY 2005 (2005-2006):

⁷ In lowa mediations not related to due process are called "preappeal conferences."

Figure B19.1 shows the State Education Agency's (SEA) baseline, the first year of data, and the target for the percent of preappeal conferences and mediations held that reached an agreement for those filed between July 1, 2005, and June 30, 2006. As noted in Figure B19.1, the state target was not met for FFY 2005 (2005-2006). Results of data indicated the SEA did not attain the State set target of 90% from baseline to the first year's target.

Figure B19.1. Percent of Iowa Preappeals and Mediations Held that Resulted in Agreement for Baseline and First Year's Target.



Source. Iowa Department of Education Preappeal and Mediation Data Reports, FFY 2004 (2004-2005) and FFY 2005 (2005-2006)

Table B.19.1 shows the total number of mediation requests made, the number held, and the number of agreements reached between July 1, 2005, and June 30, 2006. (The required OSEP Table 7, *Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act* can be found in Appendix A.)

Table B19.1.

Mediations and Agreements Reached.

Due Process Description	Number Reported (2005-2006)
Mediations Requested	42
Mediations Held Related to Due Process Mediation Agreements Reached (2)	3
Mediations Held Not Related to Due Process Mediation Agreements Reached (15)	20
Mediations Not Held (Including Pending)	19

Source. Iowa Department of Education Preappeal and Mediation Reports, FFY 2005 (2005-2006)

Indicator 19 requires reporting the percent of mediations held that resulted in mediation agreements. Historically, the agreement rate for the SEA has been 90-100%, depending on the year. During FFY 2004 (2004-2005) it was 90%. There were three mediations held between July 1, 2005, and June 30, 2006, and two reached agreements. (One mediation was held July 2006, and an agreement was reached but could not be used in the tabulation for FFY 2005 (2005-2006)). There were 20 preappeals held for those filed between July 1, 2005, and June 30, 2006, and 15 reached a signed agreement. This meant that 75% of the preappeal conferences held reached an agreement. Six preappeals from the 38 filed were held after June 30, 2006, and all six reached agreements but these could not be used in the reporting for FFY 2005 (2005-2006). Twelve were cancelled and never held. Of the 20 preappeals and three mediations held (for a total of 17 reaching agreements) the agreement rate was 74%. The target for Indicator 19 during FFY 2005 (2005-2006) was 91%. The SEA did not meet its target.

The breakdown for mediations not held (including pending) denotes:

- 12 preappeals cancelled and not held
- 6 preappeals held after June 30, 2006
- 1 mediation held after June 30, 2006

Table B19.2 provides information about the results of preappeals filed (mediations not related to due process) between July 1, 2005, and June 30, 2006.

Table B19.2 Summary of Preappeals Requested

Due Process Description	Total Number (2005-2006)
Preappeal Conferences Filed	
Preappeal Requests	38
Number Held by June 30, 2006	20
Agreements Reached (15)	
Agreements Not Reached (5)*	
Preappeals Cancelled and Not Held	12
Preappeals Requested During Timeframe But Held After June 30, 2006	6
Agreements Reached (6)	
Preappeals Held Between July 1, 2005, and June 30, 2006, Regardless of Date Filed	25

Source. Iowa Department of Education Preappeal Conference Data Reports, FFY 2005 (2005-2006).

Note. *Regarding the five cases where agreement was not reached:

- 1. At the end of the preappeal the parties thought written agreement was reached but several months later the parent had not signed for reasons unrelated to preappeal agreement.
- 2. As a result of the preappeal the parties were going to gather information and meet again. Later the parent's attorney requested dismissal to allow time for "fresh start."
- 3. At the preappeal, parties reached a "next step" agreement involving an independent educational evaluation. This was done although agreement was not signed.
- 4. No agreement was reached. Parent filed for due process hearing, which was scheduled after June 30, 2006.
- 5. No agreement was reached and parent filed for due process hearing. Continuances have been requested and issued. Parties are still trying to resolve this matter.

Of the five preappeal conferences reported as not reaching an agreement, only two were bona fide instances of not being able to resolve issues. The SEA has perceived that the "legally binding agreement" language from IDEA 2004 has been problematic regarding need of a signature. In some situations, obtaining a signature, even after parties appear to agree when attending the preappeal, has been a hinderance.

Of the 38 preappeals filed between July 1, 2005, and June 30, 2006, 26 districts were a party (from the total of 365 districts in the SEA). One district was named in 10 preappeals and two districts were named twice. Of the 12 AEAs in place during that time, 11 were parties in at least one preappeal, with one AEA being a party in 11 preappeals, followed by another AEA with 10. (As of July 1, 2006, Iowa then had 11 AEAs following the merging of two AEAs.)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Several improvement activities were implemented to impact meeting the target for this indicator.

Verification of data. Data were collected, reported and analyzed by the SEA staff for FFY 2005 (2005-2006). A prior developed database was used to track due process data and analyze information to verify data required for the OSEP Table 7. Data were gathered, reported and analyzed to determine the results and effectiveness of the preappeal and mediation procedures.

Analysis of data to identify concerns. During FFY 2005 (2005-2006), the SEA led improvement activities with stakeholder groups to analyze SEA policies, procedures, and practices to align with IDEA 2004 implementation. Policies were revised and submitted with the FFY 2006 (2006-2007) State Application.

In addition to examining the data, an evaluation instrument was used following each preappeal conference and mediation to determine participants' perceived effectiveness of the process. The summary results of the survey were reviewed by the SEA, ALJs and mediators during the quarterly inservices and the data were instrumental in assisting with discussions that led to revisions in preappeal and mediation practices and procedures. The SEA held informal conversations via phone, in-person, or e-mail with constituents on an on-going basis in an attempt to improve the preappeal and mediation processes. Historically, a three-month follow up survey has been used whenever a written agreement was reached during the preappeal conference and mediation. It was sent to determine whether both parties perceived the written agreement was being followed. The results were helpful for the mediators and SEA and provided insight for improving the system.

Analysis of policies, procedures and practices. The inservices, evaluation instruments, presentations, e-mails, SEA website, publications, documents, and meetings (informal and/or formal) were used to either seek input for improvement or to ensure people were aware of options available, as well as the pros and cons of each. The State continued to look for opportunities for other agencies and organizations to promote these ADR options.

Technical assistance. During FFY 2005 (2005-2006), lowa (SEA) continued the commitment to resolve concerns at the earliest and lowest level. Activities were focused on appropriate dispute resolution (ADR) options available addressing: (1) Trainings and professional development; (2) Public relations materials; (3) Parent support; and (4) Guidance materials.

First, the SEA provided funding for six trainings offered to AEAs, LEAs, parents, and others (such as advocacy groups and organizations including Parent Training and Information Center, Protection and Advocacy, and the Iowa Association of School Boards). Most trainings were provided by the AEAs and included:

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 (Refresher courses were provided for those who had completed any of the above trainings (one or more days as needed);
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During FFY 2005 (2005-2006), 11 trainings were provided. Eight were hosted by AEAs and one by the Parent Training and Information Center. A total of 131 individuals receiving the training. A number of people who worked in the field completed conflict resolution trainings.

The three mediation trainings (Introduction, Advanced Part I, and Advanced Part II) were provided as the minimum staff development criteria in order to provide staff another State appropriate dispute resolution (ADR) option. This training was required and continues to be required, to maintain a statewide AEA Resolution Facilitator process. The process is available through the AEAs who assisted with resolving differences at an early and low level as an alternative to using the SEA processes for resolving conflicts.

In addition, at a minimum, four staff development days were provided to mediators and ALJs. This training, in turn contributed to the SEA having few due process hearings because of the high success rate for reaching agreements in preappeals, mediations, and other appropriate forms of resolving conflict. For example, an ALJ held a prehearing session with all parties one day before the scheduled hearing and was able to assist parties with obtaining a written agreement facilitating the request for dismissal when issues were resolved.

The SEA also hired an attorney for the purpose of assisting with special education legal issues. This legal consultant assisted with ongoing training for the ALJs at their quarterly inservices and the planning of future trainings.

During FFY 2005 (2005-06) the Iowa Department of Education was able to collaboratively work with the University of Northern Iowa (UNI) and the Conflict Resolution Center of Iowa in developing a preservice pilot project that would give appropriate dispute resolution skills to future educators. This pilot endeavor now represents three semesters of implementation. Please note in the spring 2007, the SEA will use the Iowa Communications Network (ICN), a fiber-optic network that makes it possible for those separated by physical location to interact with each other. The SEA will share curriculum materials with institutions of higher education (IHEs) that have special education training programs. The IHEs will be encouraged to replicate this preservice project.

Second, public relations materials were developed to increase the understanding of the due process system and support appropriate implementation of IDEA 2004. For example, a document called Other Ways to Resolve Differences After a Hearing Request Without Necessarily Going Through a Hearing, provided a side-by-side to assist parties with understanding differences between mediation and resolution meetings. Other side-by-side materials showing the available appropriate dispute resolution options were designed. Templates for legally binding agreements were developed to provide assistance with this new IDEA 2004 requirement. Numerous presentations were given to various constituencies in an effort to make certain people were aware of the available options, as well as the pros and cons of each. Other various communication systems were used (e.g., formal and informal meetings, phone calls, and e-mails) with groups or individual people to either provide information or seek input regarding how the State could be more helpful with assisting people to better understand IDEA 2004. The Department website was used to share these new requirements, including the Procedural Safeguards Manual for Parents. The State continues to look for opportunities for other agencies and organizations to promote these ADR options, e.g., the Parent Training and Information Center consistently uses the same promotional drawings in its publications to highlight the option of using the Resolution Facilitator process.

Third, the SEA remained committed to providing parent support. Through continued funding and support of the Parent-Educator Connection (PEC), the SEA maintained its commitment to help parents resolve differences at the lowest and earliest level. In 1984, lowa began a model of providing resource personnel via PEC Coordinators in each region of the state. The PEC program is a partnership between educators and families to strengthen the relationship brought to the child's education. Although PEC coordinators' original focus was on families of children and students ages 3 to 21, PEC Coordinators expanded their role in FFY 2003 (2003-2004) to include Early ACCESS, Part C, families of infants and toddlers. The PEC has supported family—centered practices through activities such as initiating personal contacts with parents, providing training, and attending IFSP meetings. When concerns have occurred, the PEC has been instrumental in helping parties resolve differences.

Fourth, the SEA staff developed guidance materials and forms to improve implementation of procedures and understanding of due process requirements. Different model forms were developed for the complaint process, preappeal conference, and due process complaint (which includes the mediation option). These forms were distributed to constituents and included in the Procedural Safeguards Manual for Parents. All letters that were sent to parties after someone initiated one of the procedures for resolving differences were revised to include all new IDEA 2004 requirements. Other examples of new forms that were widely disseminated included: (1) Agreement to Hold Resolution Meeting, (2) Legally Binding Resolution Meeting Agreement, (3) Checklist for Legally Binding Resolution Meeting, (3) Agreement to Hold Mediation, (4) Legally Binding Mediation Agreement Form, (5) Timelines Involving Due Process Complaint (Hearing), and (6) Checklist for Legally Binding Mediation.

Explanation of slippage. Feedback implicated from the "legally binding" language of IDEA 2004, particularly from the parents' perspective, has not been supportive of the law. Also, the data show that even greater attention must be provided by the mediators to obtain signatures on the agreements at an earlier stage. Mediators and other interested parties have reported successful outcomes of preappeals or mediations. Yet, often there were delays in signatures being secured and for various reasons the agreement did not get signed. The securing of signatures has been a topic at quarterly inservices with the mediators and will continue to be in the future. The mediators have had discussions about what constitutes a written agreement for reporting purposes and other constituencies (including the primary attorney representing parents and the three or four main attorneys representing districts and AEAs) will be asked for input. Consensus needs to be reached on this important topic.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /

Resources for FFY 2006 (2006-2007):

There were no revised targets, improvement activities, timelines or resources for FFY 2006 (2006-2007). The SEA will continue to implement strategies outlined in the State Performance Plan to improve target performance.

Part B State Annual Performance Report (APR) for FFY 2005 (2005-2006)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by Iowa Department of Education (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components, and comments were compiled. Stakeholder groups included the state Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration and liaisons, and SEA staff.

Monitoring Priority: Effective General Supervision Part B Timely and Accurate

Indicator 20: State-reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

State reported data, including 618 data and annual performance reports, are:

- A. Submitted on or before due dates (February 1 for child count, including race and ethnicity, setting & services; November 1 for exiting, and February 1 for Annual Performance Reports); and
- B. Accurate (describe mechanisms for ensuring accuracy).

The provision of timely and accurate data (618 and State Performance Plan and Annual Performance Report) is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six year State Performance Plan is set at 100%.

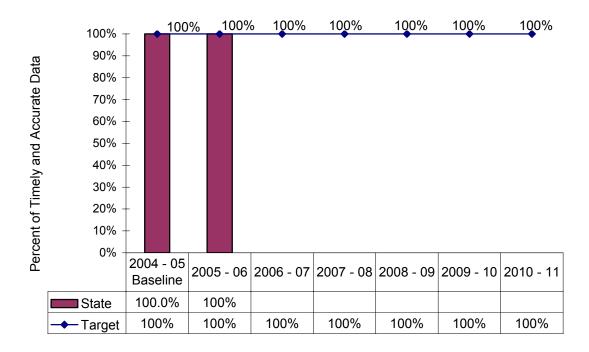
FFY	Measurable and Rigorous Target
2005 (2005-2006)	State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.

Actual Target Data for FFY 2005 (2005-2006):

In the FFY 2005 (2005-2006), the SEA monitored the timeliness and accurateness of data collected and analyzed for 618 Data Tables, FFY 2005 (2005-2006) State Performance Plan and the FFY 2005 (2005-2006) Annual Performance Report through ongoing verification and validation reports as provided by Iowa's Information Management System (IMS). The SEA and AEA personnel conducted desk audits and selected onsite reviews of needed data. All data were collected in a timely manner and were considered accurate. Figure B20.1 shows the target was

met for FFY 2005 (2005-2006). Results of state data indicated the target was met with 100% provision of timely and accurate data for 618 Tables, the State Performance Plan, and the Annual Performance Report.

Figure B20.1. SEA Percent for Submitting Timely and Accurate Data for Required OSEP Reports.



Source. 618 Data Tables, State Performance Plan and Annual Performance Reports, FFY 2005 (2005-2006).

Table B20.1 shows the required OSEP reports submitted for timeliness and accurateness of data.

Table B20.1.
SEA Type and Number of Reports Submitted to OSEP for Timely and Accurate Data.

OSEP Required Part B Data Report	Number Submitted Timely/Accurate	Number Not Submitted Timely/Accurate	Percent Met
618 Tables	6	0	100%
State Performance Plan	1	0	100%
Federal Fiscal Year Part B Grant Application	1	0	100%
Total	8	0	100% 8/8

Source. 618 Data Tables, State Performance Plan and Part B Grant Application for FFY 2005 (2005-2006).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2005 (2005-2006):

Several improvement activities were implemented to maintain compliance with this indicator. Policies and practices were analyzed, technical assistance was provided to AEA and IMS personnel, and on going monitoring of system performance was conducted. The SEA partnered with AEAS, and IMS personnel and provided oversight and training to ensure all needed data would be timely and accurate. These personnel also conducted verification and validation checks as well as participated in onsite visits.

Verification of data. Iowa's IMS data system entails data checks at several steps:

Step 1. AEA IMS data entry personnel are trained to review IEPs for completeness and consistency. If needed, IEP team members are contacted for specific data or the IEP is returned for corrections.

Step 2. When data are entered into IMS, several types of automatic data quality messages appear on the IMS screens:

- When a new eligible child is entered, the statewide historical database is queried to see
 if the child may have had an earlier IEP. A list of near matches, based on name and
 birth date, is provided so that data personnel can check to see if the new student was
 previously served. This routine reduces the risk of the same child having two different
 IMS identification numbers.
- Some data fields are required before data entry can continue. For example, if the
 resident district code, gender, ethnicity, birth date, or serve status is left blank, a
 message appears with a prompt and no further data entry is allowed until a valid value
 is entered.
- For other data fields, a message appears but data entry may continue. For example, if the "parent address" code is left blank, a message advises personnel but data entry continues. These messages are saved and written to a Verification Report.

Step 3. A Verification Report, sorted by AEAs, lists data warnings and possible data errors that need to be checked. The report is run in real time so it is continuously updated and available to data entry personnel. The data person reviews the report for his or her respective AEAs, cross checking against the IEP and following up with AEA and local IEP team members as needed. Types of warnings in the report include possible duplicate children, questionable age / IEP age-eligibility combination, blank fields, invalid program / service combination, and invalid full-part time code. The Verification Report is monitored by the SEA to ensure that AEAs regularly access and review potential errors during the two critical seasons for data entry (count/setting and exit).

Step 4. SEA data personnel periodically review IMS, personnel, and discipline data and contact IMS and AEA staff with specific accuracy issues above and beyond the Verification Report to rectify any data abnormalities.

In FFY 2004 (2004-2005), the lowa Part B and C data system (IMS) personnel continued to work with Project EASIER (Electronic Access System for Iowa Education Records) to track individual data for students with and without disabilities. Project EASIER is the Iowa Department of Education's initiative involving the transfer of individual student records. The mission of the project is to reduce data burden, encourage better decision-making by establishing and maintaining a cost effective method of accessing and transferring accurate and timely education

Iowa

information among school districts, post-secondary institutions and the AEA. Further, the SEA continued to improve data entry procedures and revised data collection forms and database fields and provided ongoing training to AEA data personnel. In both FFY 2004 (2004-2005) and FFY 2005 (2005-2006), Part B 618 Data Tables were submitted on time.

Analysis of data to identify concerns. The SEA, AEAs, and IMS personnel analyzed specific results of SPP or APR indicator data for timely services, natural environments, timeliness of evaluations, child find, and transition information. Historical and current data analysis were conducted to ensure that accurate data were collected on the IEP and entered into the data system.

Analysis of policies, procedures and practices. Policies, procedures, and practices were reviewed during FFY 2005 (2005-2006). No revisions pertaining to timely and accurate data were made.

Technical assistance. The SEA, AEAs, and IMS personnel conducted 20 meetings during FFY 2005 (2005-2006). The focus of the meetings was to ensure ongoing accuracy and timeliness of data. Personnel were trained in required information and accurate data entry. Training was also provided to assist personnel in understanding verification and validation reports (provided after data entry) and how to make any necessary changes to entered data.

Ongoing monitoring and enforcement as needed. In FFY 2005 (2005-2006), the SEA did not have cause to issue corrective action notices to any AEA regarding timely and accurate data. The SEA will continue to gather, report, and analyze implementation results on data accuracy and timeliness as well as provide ongoing training and technical assistance to AEA personnel in the interpretation and implementation on data accuracy.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

There were no revisions to targets, improvement activities, timelines or resources for FFY 2005 (2005-2006). The SEA will continue to implement strategies as outlined in the State Performance Plan to maintain target performance.

11.6277.339

Appendix A: Letters.

Original: Thomas Bellamy, Ph.D., 1989



UNITED STATES DEPARTMENT OF EDUCATION

office of the assistant secretary for special education and rehabilitative services

Tom Burgett, Ph.D.
Assistant Bureau Chief
Iowa Bureau of Special Education
Grimes State Office Building
Des Moines, Iowa 50319

Dear Dr. Burgett:

Thank you for your questions regarding requirements under Part B of the Education of the Handicapped Act (EHA-B) regarding the submission by States of child count information and the related issue of identification of individual children with handicaps by disability labels.

Each State that participates in the program funded under EHA-B must ensure that its child count data meets the requirements of sections 611(a)(3), 611(a)(5)(A)(ii), and 618(b) of EHA-B, and its accompanying regulations at 34 CFR §300.751.1 These provisions require that the State report the number of children with handicaps aged three through 21 who were receiving special education and related services on December 1 of the school year in question. Specifically, the State must submit the number of those handicapped children: (1) within each disability category (as those categories are described in 34 CFR §300.5)², and (2) for each year of age (three, four, five, etc.).

¹ The U.S. Department of Education intends to publish in the FEDERAL REGISTER a technical amendment to this regulatory provision to reflect the change made by the Education of the Handicapped Act Amendments of 1986 (Pub. L. 99-457) to Section 618(b)(1) of the Act, which requires that the U.S. Secretary of Education must obtain and report data at least annually on:

⁽¹⁾ the number of handicapped infants, toddlers, children, and youth in each State receiving a free appropriate public education or early intervention services --

⁽A) in age groups 0-2 and 3-5, and (B) in age groups 6-11, 12-17, and 18-21, by disabilitycategory... (20 U.S.C. 1416(b)(1))

² The effect of the change made by Pub. L. 99-457 to the data requirements at 20 U.S.C. 1418(b)(1) is to eliminate the requirement that the number of handicapped children aged birth through five years receiving services be reported by disability category.

400 MARYLAND AVE.S.W. WASHINGTON, D.C. 20202

Follow-up: Thomas B. Irvin, 1994

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Dr. Jeananne Hagen Acting Chief Bureau of Special Education Iowa Department of Public Instruction Grimes State Office Building Des Moines, Iowa 50319-0146

FEB -9 1994

Dear Jeananne:

This is in reply to your February 2, 1994, letter regarding the current Federal requirements for counting and reporting children with disabilities under Part B of the Individuals with Disabilities Education Act (Part B). In your letter, you transmitted a copy of an undated letter from Dr. Thomas Bellamy, former Director of the Office of Special Education Programs (OSEP) to Dr. Tom Burgett, formerly with the Iowa Department of Public Instruction, which you indicate was received by your coffice early in 1989; and you asked whether "the information contained within the attached policy letter represent[s] OSEP's current interpretation of Federal regulations."

Except for regulatory and statutory changes set out in the following paragraphs, OSEP's position about counting and reporting children with disabilities under Part B -- as set out in the above referenced letter from Dr. Bellamy to Dr. Burgett -- has not changed, and is still in effect.

Specifically, States are currently required to include in their child count report "the number of children with disabilities aged three through five who are receiving FAPE" on December 1 of each year. Thus, for children with disabilities in this age group, child count reporting by disability category is no longer required.

In addition, to implement statutory changes made by Public Law 101-476, the term "children with disabilities" has been substituted for the definition of "handicapped children," and the regulatory citation has been changed from §300.5 to §300.7. The new regulatory definition includes minor changes in terminology, as well as new definitions of separate disability categories for "autism" at §300.7(b)(1) and "traumatic brain injury" at §300.7(b)(12). Public Law 102-119 further amended the definition of "children with disabilities" with respect to children aged three through five to permit, at a State's discretion, inclusion of children experiencing developmental delays, as defined by the State, in one or more specified areas, and who, for that reason, need special education and related services. This statutory change is incorporated in the Department's regulation at §300.7(a)(2).

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Page 2 - Dr. Jeananne Hagen

I hope that the above information has been helpful. If we can be of further assistance, please do not hesitate to contact me or members of my staff.

Sincerely,

Thomas B. Irvin Acting Director Division of Assistance to States

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 7

REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT 2005-06

STATE:

SECTION A: Signed, written complaints			
(1) Signed, written complaints total	7		
(1.1) Complaints with reports issued	3		
(a) Reports with findings	1		
(b) Reports within timeline	3		
(c) Reports within extended timelines	0		
(1.2) Complaints withdrawn or dismissed	4		
(1.3) Complaints pending	0		
(a) Complaint pending a due process hearing	0		

SECTION B: Mediation requests	
(2) Mediation requests total	42
(2.1) Mediations	
(a) Mediations related to due process	3
(i) Mediation agreements	2
(b) Mediations not related to due process	20
(i) Mediation agreements	15
(2.2) Mediations not held (including pending)	19

SECTION C: Hearing requests	
(3) Hearing requests total	15
(3.1) Resolution sessions	5
(a) Settlement agreements	4
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline	0

(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	10

SECTION D: Expedited hearing requests (related to disciplinary decision)		
(4) Expedited hearing requests total	0	
(4.1) Resolution sessions	0	
(a) Settlement agreements	0	
(4.2) Expedited hearings (fully adjudicated)	0	
(a) Change of placement ordered	0	